DOCUMENT RESUME

ED 107 086 95 EC 072 928

AUTHOR	Langstaff, Anne L.; Volkmor, Cara B.
TITLE	University of Southern California Instructional Materials Center for Special Education. Final Technical Report.
INSTITUTION	University of Southern California, Los Angeles. Instructional Materials Center for Special Education.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	BR-H-220972C
PUB DATE	Aug 74
GRANT	OEG-32-14-1490-1033
NOTE	140p.
EDRS PRICE	MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS	Exceptional Child Services; *Geographic Regions; *Handicapped Children; *Information Dissemination; *Instructional Materials Centers; Special Education
IDENTIFIERS	*California; Final Reports; University of Southern California

ABSTRACT

The report summarizes the goals, activities, and accomplishments of the Instructional Materials Center for Special Education (IMCSE) at the University of Southern California from 1966 through 1974. The IMCSE served the California, Arizona, and Nevada region, and activities focused on the development of library services, a regional IMCSE network, media and materials for use by special educators, and research and evaluation of instructional materials. Project objectives and activities are described for each funding year and are color coded with corresponding sections on project results. Reviewed in the final chapter are project outcomes in areas such as the acquisition and dissemination of library materials, associate centers, and IMCSE products (including a visual perception filmstrip and a contingency management package). (LH)

ED107086

FINAL TECHNICAL REPORT

Project No. H220972C

Grant No. OEG-32-14-1490-1033

Prepared by:

Anne L. Langstaff
Cara B. Volkmor
IMCSE
University of Southern California
1031 South Broadway
Los Angeles, California 90015

INSTRUCTIONAL MATERIALS CENTER FOR SPECIAL EDUCATION

August 31, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

This project reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

EC 072 928

U.S DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Education for the Handicapped

ABSTRACT

This report documents the project objectives, activities and results of the Instructional Materials Center for Special Education at the University of Southern California. Beginning with the experimental phase (1964-1966), the report traces the development of the Center's service activities in the California, Arizona, and Nevada region. Project objectives and activities are organized under major headings and described by year for the entire funding period. Project results, which appear in a separate chapter, are coded numerically for each year to the stated objectives and activities for that year. Corresponding sections of the report are color-coded. The final chapter summarizes the project outcomes and provides graphic illustrations of this Center's growth and accomplishments.

TABLE OF CONTENTS

Chapter

I. INTRODUCTION 1

Historical Background
Description of Region Served
Purpose and Organization of this Report

II. PROJECT GOALS AND OBJECTIVES WITH RELATED METHODS, PROCEDURES, AND ACTIVITIES 7

1966-67
1967-68
1968-69
1969-70
1970-71
1971-72
1972-73
1973-74

III. PROJECT RESULTS 42

IV. CONCLUSIONS 122

APPENDICES APPEAR IN SEPARATE VOLUMES

4/5

LIST OF FIGURES

1. Number of acquisitions 123
2. Number of Items Coded 124
3. Number of Library Visitors 125
4. Number of Mail Requests Filled 126
5. Number of Computer Requests 127
6. Number of Materials Checked Out 128
7. Associate Centers in California 131
8. Associate Centers in Arizona 132
9. Associate Centers in Nevada 133
10. Growth and Development of Associate Centers in Three-State Region . . 134

INTRODUCTION

Historical Background

In 1964, the University of Southern California was one of two agencies funded by the U.S. Office of Education, Handicapped Children and Youth Branch, to establish a demonstration Mental Retardation Instructional Materials Center project under Public Law 88-164. These pilot centers were established on the recommendation of the Task Force Report on Education and Rehabilitation to serve the needs of the field for special educational materials and information and to develop effective means of processing such items. The funding period for the demonstration project was 1964 to 1966.

The stated objectives for the Mental Retardation Instructional Materials Center were as follows:

1. Develop and demonstrate instructional materials and methods to be used in the education and training of mentally retarded individuals.
2. Explore and develop means by which the materials and methods that are developed may be translated into curricular substance for use by special educators in professional education.
3. Explore various means by which the curricular materials and instructional methods that are developed at the center may be most expediently disseminated to specific users.
4. Explore the use of newer instructional technology and the new communication devices in the development of instructional materials and methods.
5. Explore and compare means of rapid communication of proven materials and methods to those teachers in need of them. To the extent possible, these materials would be in packaged form (multi-media when indicated) and as ready for consumer use as is possible.
6. Evaluation of the experience gained from the school district-university collaboration as a model for establishing other centers.

A unique aspect of the Mental Retardation Instructional Materials Center Project was the collaboration of the Los Angeles Unified Schools with the University of Southern California. As a result of this cooperative agreement, a full time Special Education Consultant was assigned to the project to spearhead the development of an instructional guide for multiply-handicapped children with emphasis on language. The resultant publication was field-tested in twenty-two classrooms for exceptional children in Los Angeles and evaluated by representatives of twenty agencies in California, twelve other states and five foreign countries. The revised publication, Language Development Experiences for Young Children, was published by the University of Southern California, Department of Exceptional Children, and sold through the University Book Store at a break-even cost.

The "5 x 8" was another innovation of the original project. This publication provided teachers of the mentally retarded with summaries of articles in current periodicals which might be valuable in their educational programs. One thousand packets were collated by child development classes in the Los Angeles City Schools, participating in prevocational training, and distributed to teachers and their administrators in six local school districts. The majority of the sets printed of each issue were distributed to elementary teachers of mentally retarded children in Los Angeles City Schools.

During the initial funding period , the project staff designed and established a manual information storage and retrieval system. At the end of the demonstration phase, approximately 1000 documents had been processed and could be retrieved (with annotations) through author-title cards. Annotations of bibliographical materials not stored by the project were also begun.

On the basis of studies made of the two original demonstration centers, approval was given to expand the program to a network of eleven such regional centers called the Instructional Materials Center Network for Handicapped Children and Youth. The intent was that the centers would be linked by a common communication system to provide information to teachers located anywhere within the system. The goal of the entire network program was to make information and instructional material pertaining to the education and training of handicapped children available to special educatiors. Research-related information was to be funneled through the USOE's ERIC system, the ERIC Clearinghouse for Handicapped, operated by the Council for Exceptional Children, directly to the instructional materials centers. The Instructional Materials Center for Special Education (IMCSE) at the University of Southern California was then funded on a year to year basis through fiscal years 1966-67 to 1973-74. The service region was expanded to include the states of ARizona and Nevada as well as California.

In the years 1966 to 1969 IMCSE activities focused on building a relevant collection of child-use nd professional materials and on the development of a computerized retrieva system for information dissemination. During this period, numerous presentations and workshops on instructional materials for the handicapped and on services provided by IMCSE were made to groups of educators throughout the three-state region. Considerable effort also went into establishing rapport with the State Special Education Directors and laying the groundwork for the development of associate, affiliate, and satellite centers throughout the service area. In this period membership in the IMCSE was offered to all special educators in California, Arizona and Nevada and members were actively recruited by project staff involved in field activities. Members received IMCSE publications ard were entitled to computer retrieval and

library loan services. From the beginning IMCSE was involved in the development of mediated materials for information dissemination and training of handicapped children. During fiscal year 1969-70 in addition to maintaining the activities described above, major effort was devoted to long-range planning for the next three-year period. The resultant three-year proposal was not funded by USOE and the project continued on a yearly grant basis.

From 1970 through fiscal year 1972-73 the IMCSE continued to act as a depository and loaning agency for instructional materials (child-use and professional). The use of the computer retrieval service was reduced and perparation and dissemination of categorical bibliographies increased. Associate Centers were established throughout the region, and by the end of the 1973 funding period a network had begun to emerge. Training activities received a major emphasis through the development and implementation of the Dissemination Change Agent model. Media production focused on the use of video taped presentations on the use of specific instructional materials with handicapped students as well as on the development of sound-filmstrip , auto-instructional training programs for teachers.

Fiscal year 1973-74 was devoted to closeout activities for the total grant period and to the stimulation of Associate Center capabilities to deliver media and materials services to their clients. IMCSE library holdings of child-use materials were placed on long-term loan with Associate Centers and regional center library walk-in and loan services were essentially eliminated. Library personnel began to function as information and materials specialists for the Associate Center Network. Training activities were restricted to those related to media and materials.

Description of Region served

The service region of the IMCSE at the University of Southern California included California, Arizona and Nevada. This region encompasses about one-tenth of the population and nearly one-tenth of the geographic area of the United States. The three-state region has large representation from ethnic minorities. In California the State Department of Education reported 469, 000 (excluding gifted) handicapped students being served in 1973. In recent years special education programs have expanded rapidly in both Arizona and Nevada.

Purpose and Organization of this Report

The intent of this report is to summarize the goals, directions, activities and accomplishments of the Instructional Materials Center for Special Education at the University of Southern California since its inception in 1966 through fiscal year 1973-74.

Having provided a brief historical overivew in the preceeding section, the following chapters will present:

- project goals and objectives for each funding period from 1966-67 through 1973-74
- including related methods, procedures, and activities
- outcomes and accomplishments
- conclusions

Each chapter is organized around the major categories which typify the activities and efforts of this IMCSE. These categories are:

Library Services

Development of Regional Network

Development of Media and Materials

Research and Evaluation

CHAPTER II

PROJECT GOALS AND OBJECTIVES WITH RELATED METHODS, PROCEDURES, ACTIVITIES

For Fiscal Years 1966-67 through 1970-71, USOE requirements did not involve formal statements of objectives for workscope areas. Since the project was a continuing once, projected strategies and activities for the forthcoming year were submitted (with budgets) along with the final report for each year. For the time period delimited above, the project goals remained relatively the same from year to year. The six major goals (or workscope areas) were:

1.0 Provide and deliver library services and information (professional and child-use) to special educators in service region.

2.0 Provide technical assistance and training to special educators in service region upon request.

3.0 Identify and recruit special educators for membership in IMCSE and develop a coordinated network of associate or field centers.

4.0 Develop media and materials for training of special educators and handicapped children.

5.0 Conduct needed research and evaluation of special education methods and materials.

6.0 Participate in national network activities.

Major strategies and specific methods and activities related to the accomplishment of these goals are presented below for the period from 1966-1971.

Strategies/Activities 1966-67

1.1 Library Services

1.1.1 Acquisition of child-use and professional special education materials.

1.1.2 Coding and abstracting materials acquired in 1.1.1 for ERIC System and in-house retrieval system.

1.1.3 Development of IRUS System of computerized search and retrieval.

1.1.4 Generation of computer print-outs by requested topic and preparation of categorical bibliographies for clients.

1.1.5 Provide library loan service to clients in service region.

1.1.6 Maintain facility for in-person perusal of instructional materials by clients.

1.1.7 Conduct demonstrations and displays throughout the service region of instructional materials for clients. A major way in which this was accomplished was through SEE (Special Education Exchange) Conferences held periodically in field sites.

1.1.8 Publication of a newsletter(Communicator) to clients.

1.1.9 Publication of "5 x 8" (an information and idea dissemination packet).

2.1 Technical Assistance and Training

For 1966-67 these activities were included under Library Services (1.1 above).

3.1 Field Activities and Associate Center Network

3.1.1 Contact State Directors of Special Education and County office staff throughout the three state region to promote awareness of IMC services and to generate interest in the establishment of locally funded associate centers.

3.1.2 Make presentations on IMC services to groups of special educators in field; distribute and process IMCSE membership applications.

3.1.3 Contact special education faculty in colleges and universities in the region to promote awareness of IMC services and to generate interest in the establishment of affiliate centers.

4.1 Development of Media and Materials

4.1.1 Produce mediated materials to inform clients of services offered and membership requirements.

4.1.2 Develop and disseminate specialized and mediated presentations on instructional methods and curriculum materials.

5.1 Development and Evaluation

5.1.1 Develop procedures for evaluation of instructional materials.

5.1.2 Prepare and disseminate professional articles on instructional design, techniques and materials.

5.1.3 Conduct pilot studies related to special education issues and services.

6.1 National Network Activities

6.1.1 Attend Directors and Librarian Meetings

6.1.2 Participate in National CEC Convention

Strategies/Activities 1967-68

1.1 Library Services

1.1.1 Acquisition of child-use and professional special education materials

1.1.2 Coding and abstracting materials acquired in 1.1.1 for ERIC System and in-house retrieval system.

1.1.3 Development of IRUS System of computerized search and retrieval

1.1.4 Generation of computer print-outs by requested topic and preparation of categorical bibliographies for clients.

1.1.5 Provide library loan service to clients in service region.

1.1.6 Maintain facility for in-person perusal of instructional materials by clients.

1.1.7 Conduct demonstrations and displays throughout the service region of instructional materials for clients. A major way in which this was accomplished was through SEE (Special Education Exchange) Conferences held periodically in field sites.

1.1.8 Publication of a newsletter (Communicator) to clients.

1.1.9 Publication of "5 x 8" (an information and idea dissemination packet).

2.1 Technical Assistance and Training

2.1.1 Plan and conduct specialized training activities in cooperation with State Department of Education and local education agencies upon request.

3.1 Field Activities and Associate Center Network

3.1.1 Contact State Directors of Special Education and County Office staff throughout the three state region to promote awareness of IMC services and to generate interest in the establishment of locally funded associate centers.

3.1.2 Develop a plan for establishment, location and operation of Affiliate Centers in California, Arizona and Nevada

3.1.3 Make presentations on IMC services to groups of special educators in field; distribute and process IMCSE membership applications.

3.1.4 Contact special education faculty in colleges and universities in the region to promote awareness of IMC services and to generate interest in the establishment of affiliate centers.

4.1 Development of Media and Materials

4.1.1 Produce mediated materials to inform clients of services offered and membership requirements.

4.1.2 Develop and disseminate specialized and mediated presentations on instructional methods and curriculum materials

5.1 Development and Evaluation

5.1.1 Develop procedures for evaluation of instructional materials

5.1.2 Prepare and disseminate professional articles and presentations on instructional design, techniques and materials

5.1.3 Conduct pilot studies related to special education issues and services

6.1 National Network Activities

6.1.1 Participate in national IMC network meetings, conferences and activities related to work scope of Regional IMC

6.1.2 Provide consultation and assistance on program to IMC's (Regional and Associate) outside our immediate region

Strategies/Activities 1968-69

1.1 Library Services

1.1.1 Acquisition of child-use and professional special education materials

1.1.2 Coding and abstracting materials acquired in 1.1.1 for ERIC System and in-house retrieval system.

1.1.3 Development of IRUS System of computerized search and retrieval

1.1.4 Generation of computer printouts by requested topic and preparation of categorical bibliographies for clients.

1.1.5 Provide library loan service to clients in service region.

1.1.6 Maintain facility for in-person perusal of instructional materials by clients

1.1.7 Conduct demonstrations and displays throughout the service region of instructional materials for clients. A major way in which this was accomplished was through SEE (Special Education Exchange) Conferences held periodically in field sites.

1.1.8 Publication of a newsletter (Communicator) to clients

1.1.9 Publication of "5 x 8" (an information and idea dissemination packet)

2.1 Technical Assistance and Training

2.1.1 Plan and conduct specialized training activities in cooperation with State Departments of Education and local education agencies upon request

3.1 Field Activities and Associate Center Network

3.1.1 Contact State Directors of Special Education and County Office staff throughout the three state region to promote awareness of IMC services and to generate interest in the establishment of locally funded associate centers.

3.1.2 Develop a plan for establishment, location and operation of Affiliate Centers in California, Arizona and Nevada

3.1.3 Make presentations on IMC services to groups of special educators in field; distribute and process IMCSE membership applications

3.1.4 Contact special education faculty in colleges and universities in the region to promote awarness of IMC services and to generate interest in the establishment of affiliate centers.

3.1.5 Provide support to established Associate Centers through consultation and training workshops

4.1 Development of Media and Materials

4.1.1 Produce mediated materials to inform clients of services offered and membership requirements

4.1.2 Develop and disseminate specialized and mediated presentations on instructional methods and curriculum materials

5.1 Development and Evaluation

5.1.1 Develop procedures for evaluation of instructional materials

5.1.2 Prepare and disseminate professional articles and presentations on instructional design, techniques and materials

5.1.3 Conduct pilot studies related to special education issues and services

6.1 National Network Activities

6.1.1 Participate in national IMC network meetings, conferences and activities related to workscope of Regional IMC

6.1.2 Provide consultation and assistance on program to IMC's (Regional and Associate) outside our immediate region

Strategies/Activities 1969-70

1.1 Library Services

1.1.1 Acquisition of child-use and professional special education materials

1.1.2 Coding and abstracting materials acquired in 1.1.1 for ERIC System and in-house retrieval system.

1.1.3 Development of IRUS System of computerized search and retrieval

1.1.4 Generation of computer print-outs by requested topic and preparation of categorical bibliographies for clients.

1.1.5 Provide library loan service to clients in service region.

1.1.6 Maintain facility for in-person perusal of instructional materials by clients.

1.1.7 Conduct demonstrations and displays throughout the service region of instructional materials for clients.

1.1.8 Publication of a newsletter (Communicator) to clients

2.1 Technical Assistance and Training

2.1.1 Plan and conduct specialized training activities in cooperation with State Departments of Education and local education agencies upon request

2.1.2 Provide technical assistance for colleges and universities in the form of courses related to IMC.

3.1 Field Activities and Associate Center Network

3.1.1 Contact State Directors of Special Education and County Office staff throughout the three state region to promote awareness of IMC services and to generate interest in the establishment of locally funded associate centers

3.1.2 Develop a plan for establishment, location and operation of Affiliate Centers in California, ARizona and Nevada

3.1.3 Make presentation on IMC services to groups of special educators in field; distribute and process IMCSE membership applications

3.1.4 Contact special education faculty in colleges and universities in the region to promote awareness of IMC services and to generate interest in the establishment of affiliate centers.

3.1.5 Provide continuous on-site personnel to consult in development of California State plan (at Sacramento).

4.1 Development of Media and Materials

No activity proposed in this year

5.1 Development and Evaluation

5.1.1 Develop procedures for evaluation of instructional materials

5.1.2 Prepare and disseminate professional articles and presentations on instructional design, techniques and materials

5.1.3 Conduct pilot studies related to special education issues and services

6.1 National Network Activities

6.1.1 Participate in national IMC network meetings, conferences and activities related to work scope of Regional IMC

6.1.2 Provide consultation and assistance on program to IMC's (Regional and Associate) outside our immediate region

Strategies/Activities 1970-71

1.1 Library Services

1.1.1 Acquisition of child-use and professional special education materials

1.1.2 Coding and abstracting materials acquired in 1.1.1 for ERIC System and in-house retrieval system.

1.1.3 Development of IRUS System of computerized search and retrieval

1.1.4 Generation of computer print-outs by requested topic and preparation of categorical bibliographies for clients.

1.1.5 Provide library loan service to clients in service region.

1.1.6 Maintain facility for in-person perusal of instructional materials by clients.

1.1.7 Conduct demonstrations and displays throughout the service region of instructional materials for clients.

1.1.8 Publication of a newsletter (Communicator) to clients.

1.1.9 Publication of "5 x 8" (an information and idea dissemination packet). Reprints of back issues.

2.1 Technical Assistance and Training

2.1.1 Plan and conduct specialized training activities in cooperation with State Departments of Education and local education agencies upon request

2.1.2 Develop and field test intensive training and diffusion model in California, Arizona and Nevada

3.1 Field Activities and Associate Center Network

3.1.1 Contact State Directors of Special Education and County Office staff throughout the three state region to promote awareness of IMC services and to generate interest in the establishment of locally funded associate centers

3.1.2 Develop a plan for establishment, location and operation of Affiliate Centers in California, ARizona and Nevada

3.1.3 Make presentation on IMC services to groups of special educators in field; distribute and process IMCSE membership applications

3.1.4 Contact special education faculty in colleges and universities in the region to promote awareness of IMC services and to generate interest in the establishment of affiliate centers.

3.1.5 Provide continuous on-site personnel to consult in development of California State plan (at Sacramento).

4.1 Development of Media and Materials

No activities proposed.

5.1 Development and Evaluation

No activities proposed.

6.1 National Network Activities

6.1.1 Participate in national IMC network meetings, conferences and activities related to workscope of Regional IMC

6.1.2 Provide consultation and assistance on program to IMC's (Regional and Associate) outside our immediate region

Fiscal Year 1972

Project Objectives and Related Strategies and Activities

Area I: Information Dissemination

Objective 1.0: To inform 14,000 special educators in service region about new learning materials; functions and activities of IMCSE; important events and developments in the field of Special Education.

Strategies and Activities

1.1 Produce and circulate a quarterly newsletter to membership; newsletter to include:

- articles describing recent library acquisitions
- information on IMCSE publications
- reports on IMCSE functions, projects and services (field activities and affiliate centers)
- articles about new developments and events in Special Education generally

1.2 Evaluate effectiveness of newsletter in terms of:

- number of requests from clients regarding library materials described in newsletter
- number of articles submitted from field
- client requests for extra copies
- number of membership applications returned to IMCSE
- number of requests about published articles

Objective 2.0: To produce specific bibliographies in identified need areas and update existing bibliographies.

Strategies and Activities

2.1 Conduct computer searches of library holdings

2.2 Conduct hand searches of library holdings

2.3 Update mimeographed bibliographies in high-use areas

2.4 Produce bibliographies in priority areas (preschool, vocational, education; inservice training)

2.5 Evaluate bibliographies

Objective 3.0: To present information about IMCSE at the invitation of local agencies within service region and/or consult with special education projects.

Strategies and Activities

3.1 Provide consultation and short presentations

3.2 Make invitational presentations to groups of special educators

3.3 Provide consultation on Title III project

Area II: Delivery of Library and Support Services

Objective 4.0: To maintain a data base including information on professional literature and instructional materials in order to facilitate dissemination of information on handicapped children to special educators in service region.

Strategies and Activities

4.1 Acquire new materials in the area of special education and handicapped children.

4.1.1 Assess field, staff and other professionals for needs

4.1.2 Survey publisher catalogs

4.1.3 Purchase newest materials in areas of: child-use instructional materials; professional books, films and training media; periodicals subscriptions.

4.1.4 Log in and code new materials for entry into computer data base

4.1.5 Enter data information into computer

4.1.6 Disseminate information and circulate materials through library loan to special educators

4.1.7 Increase staff expertise and information resources in priority areas (preschool; vocational education; training strategies for teachers and paraprofessionals

Objective 5.0: To inform, strengthen and support existing affiliate centers so that they will provide new instructional techniques and products to their service area.

Strategies and Activities

5.1 Visit each of the nine affiliate sites to survey library holdings and staff capabilities; complete evaluation forms

5.2 Collect data from each affiliate center on utilization of materials and services by clients

5.3 Prepare reports on affiliate center operations

5.4 Loan from IMCSE collection needed instructional materials to affiliate centers

5.5 Purchase instructional materials to be loaned to affiliate centers

5.6 Monitor use rates of materials supplied by IMCSE

5.7 Hold two affiliate meetings during the year to inform personnel of new instructional products

5.8 Produce inservice packets for the affiliate centers

5.9 Interface with special education Titles II and III projects and other local information agencies.

Objective 6.0: Participate in a project (with Rocky Mountain, Oregon and Kansas IMC's) to accomplish cooperative planning and development of programs to meet needs in Western States.

Strategies and Activities

6.1 Hold two Western Regional Meetings to develop priorities for needs analysis, and product dissemination; involve personnel from selected State Departments of Education and Western Regional IMC/RMC's.

6.2 Design and conduct needs analysis on special education for rural areas

6.3 Arrange for field testing and dissemination of prototype projects

designed to meet needs of rural, low density areas.

Objective 7.0: Facilitate the expansion of the affiliate Network in California through introduction of legislation and provide service to local teacher education programs.

Strategies and Activities

7.1 Develop special teacher training sequences (based on Far West Lab's Micro-Teaching products) at the University of Southern California

7.2 Pilot test above sequences in order to evaluate their effectiveness

7.3 Utilize video tape equipment in development of training sequences

7.4 Work cooperatively on legislation with California State Department of Education

- seek support of all large special education programs for proposed legislation
- identify and make visits to two states with State Plans which would be appropriate models for California
- meet and confer with County Office personnel in California
- meet and confer with other influential special education personnel (colleges and universities)

Area III: Training

Objective 8.0: To train at least 10 percent of all special education teachers in service region in the use of a selected instructional process or product and 10 percent of those trained will implement in their classrooms.

Strategies and Activities

8.1 Refine and field test Dissemination/Change Agent Model, (DCA)

8.2 Conduct DCA in Scottsdale, Arizona and with Arizona affiliate center

8.3 Conduct DCA in Berkeley School for the Deaf in cooperation with Regional Media Center for the Deaf, Las Cruces, New Mexico

8.4 Conduct DCA in Ventura County

8.5 Evaluate effectiveness of DCA strategy:

- count number of conference participants
- calculate percentage of participants who reach training criterion
- calculate percentage of participants who adopt content presented
- determine "Spread of Effect" (number of other teachers adopting content).

Objective 9.0: To conduct a DCA training conference on Precision Teaching for 50 teachers, administrators and support staff and 50 Fellowship and Senior Trainee Students from colleges and universities in region.

Strategies and Activities

9.1 Cooperate with Western Regional Centers regarding the development and field testing of training strategies related to Precision Teaching

9.2 Establish date, site and participants to be invited to conference

9.3 Select project coordinator, major speakers and group leaders

9.4 Revise task sheets (from those used in 1970-71); design new tasks and agenda

Area IV: Assessment

Objective 10.0: To develop, pilot test, and apply an assessment instrument to survey needs for instructional and learning processes and products for the handicapped.

Strategies and Activities

10.1 Examine instruments developed and used regionally or nationally

10.2 Develop instrument; sample 10% of region; monitor and evaluate results

10.3 Refine instrument and sample 10% of region

Area V: Support, Maintenance and Evaluation

Objective 11.0: To provide the IMCSE project with basic operational support and

provide supplementary services to sub-projects.

Strategies and Activities

11.1 Participate in National Network activities by:

- attend National Director's meeting
- make a presentation on Network activities at National CEC Convention
- attend regional meetings of Western States IMC's/RMC's and develop other interlocks within the Network or regional centers

11.2 Maintain employee records

11.3 Evaluate staff activities and productivitity

11.4 Supervise preparation of quarterly and final reports and other publications

11.5 Hold a 3-day staff conference to accomplish long-term planning

Fiscal Year 1973

Area I: Information Services

Objective 1.0: To supply library materials and information services to Associate Centers and individuals in special education programs.

Strategies and Activities

1.1 Acquire new materials

1.1.1 Assess field and survey publisher catalogs.

1.1.2 Solicit non-published materials from ASEIMC's, SEIMC's and educators.

1.1.3 Purchase related materials.

1.1.4 Catalog and code materials for entry into computer data base.

1.1.5 Enter information on materials into computer data base.

1.2 Disseminate materials and information on materials to special educators in region.

1.2.1 In person library loan.

1.2.2 Library loan via mail.

1.2.3 Phone consultation.

1.2.4 Generate computer bibliographies of materials.

1.2.5 Produce and duplicate specific bibliographies on high request topics.

Objective 2.0: To provide newsletter and publications for dissemination to members.

Strategies and Activities

2.1 Produce and disseminate a quarterly newsletter.

2.2 Produce and disseminate a monthly information package which includes descriptions of materials for loan and samples of products developed by the National IMC Network.

Objective 3.0: Continue to respond to requests for in-person demonstrations

and informational presentations to groups within our three-state region.

3.1 Conduct materials demonstrations and presentations on IMC services upon request.

3.2 Conduct training sessions related to specific materials and methods.

Area II: Delivery System Development

Objective 4.0: To continue developmental activities (re: Associate Centers) in our three-state region, with special emphasis on California.

Strategies and Activities

4.1 Make on-site visitations to provide consultation on the development of new Associate Centers.

4.2 Make on-site visitations to provide support and consultation to existing Associate Centers.

4.3 Make presentations to groups organized by Associate Centers on services of National and Regional Centers.

4.4 Attend State Department meetings in each state of region (California, Arizona, and Nevada).

Objective 5.0: To train Associate Center personnel in media training, inservice activities, and information services.

Strategies and Activities

5.1 Conduct two inservice meetings for all Associate Centers during the year.

5.2 Conduct series of three-day workshops to upgrade skills of Associate Center personnel and clients in ASEIMC's region in production of video tapes.

Objective 6.0: To deliver video training, materials and information to Associate Centers.

Strategies and Activities

6.1 Produce a series of half-hour video tapes on special education programs, methods, materials for Associate Center use in their regions.

Objective 7.0: Evaluation of materials through Associate Center program in cooperation with the Regional Center.

Strategies and Activities

7.1 Select materials to be evaluated.

7.2 Orient Associate Centers as to procedures.

7.3 Conduct evaluation through Associate Centers.

7.4 Analyze data.

7.5 Report results to publishers and Network.

Area III: Training Programs

Objective 8.0: Gradually expand impact on preservice training programs of colleges and universitites in our region.

Strategies and Activities

8.1 Train a minimum of one teacher educator from each of five colleges or universities in Southern California in the use of a preservice training package.

8.1.1 Contact and select potential participants.

8.1.2 Select appropriate training package.

8.1.3 Train participants in package use.

8.1.4 Support participants in package use.

8.1.5 Evaluate.

Objective 9.0: Provide training activities, with state hospitals for handicapped.

Strategies and Activities

9.1 Plan and conduct an inservice program (using the Colorado Behavior Modification Program) for staff members of three state hospitals in California, Arizona and Nevada.

9.1.1 Select participants.

9.1.2 Conduct inservice training.

9.1.3 Evaluate.

Objective 10.0: Effect "spread of effect" of training through cooperation with

State Department of Education and a County Office.

Strategies and Activities

10.1 To support the planning and implementation of the DCA/Precision Teaching Training and Diffusion Model in cooperation with a State Department of Education and with a County Office.

Objective 11.0: To develop and field test a version of the DCA model for use in rural and low density population areas within our region using Contingency Management as the content.

Strategies and Activities

11.1 Adapt model for use in rural application.

11.2 Recruit and select participants.

11.3 Conduct training.

11.4 Evaluate.

Objective 12.0: To conduct unscheduled presentations and consultations upon request from clients in IMC region.

Strategies and Activities

12.1 Continue to respond to requests from the field for specific presentations, informational inservice, and specific consultation regarding special education materials, instructional techniques, and training strategies.

Area IV: Media Development

Objective 13.0: To continue the development of the Visual Perception training sequences.

Strategies and Activities

13.1 Field test existing task sequences with EMR sample.

13.2 Compare performance of EMR sample with data already gatherd on normal children.

13.3 Develop and expand abstract level of model.

13.4 Validate structure of model at abstract level with normal and field test tasks with EMR students.

13.5 Compare performance of EMR and normal students.

13.6 Produce revised sound-filmstrip and guidebook.

13.7 Disseminate training package.

Objective 14.0: To develop a mediated training package in Contingency Management based on our workshops in this area.

Strategies and Activities

14.1 Establish task sequence.

14.2 Prepare mediated package.

14.3 Field test.

14.4 Revise.

14.5 Disseminate.

Objective 15.0: To develop a mediated training package in Precision Teaching based on our workshops.

Strategies and Activities

15.1 Establish content and task sequence.

15.2 Prepare mediated package.

15.3 Field test.

15.4 Revise.

15.5 Disseminate.

Objective 16.0: To develop by the year 1973-74, a series of 10 driver education filmstrips to be shown tachistoscopically to secondary special education students.

Strategies and Activities

16.1 Establish content and task sequence.

16.2 Prepare visuals and manual.

16.3 Field test.

16.4 Revise.

16.5 Disseminate.

Area V: Adminstration

Objective 17.0: Provide administrative suupport in staff, program planning and evaluation of IMC activities.

Strategies and Activities

17.1 Hire staff.

17.2 Monitor budget and reporting activities.

17.3 Plan and hold Advisory Board Meetings.

17.4 Plan and conduct staff planning meetings.

17.5 Participate in Network related activities.

17.6 Interface with University and USOE/BEH.

Area VI: National Network Activity

Objective 18.0: Train two other Regional Centers in the use and implementation of the DCA Model.

Strategies and Activities

18.1 Develop plan with participating IMC's.

18.2 Train center personnel in use of model.

18.3 Develop implementation time line.

18.4 Monitor use of model.

18.5 Support process and evaluate results.

Fiscal Year 1974

For fiscal year 1974 all strategies were written in response to the workscope specified by the Bureau of Education for the Handicapped. The workscope included five major areas; objectives were specified by BEH in all areas.

Area I: Instructional Materials Development

When it became apparent that fiscal year 1974 was to be a closeout period for IMC activities, strategies originally proposed in this work area were deleted. The following general objective was stated:

General Objective 1.0: To complete and arrange for dissemination of center-developed products and to document IMCSE activities throughout entire time span of operation.

Strategy 1.1: To accomplish the production and wide dissemination of an IMCSE teacher training program entitled Contingency Management.

Activities

1.1.1 To secure approval of this activity from responsible agent at USC.

1.1.2 To secure authorization from USOE to copyright the materials in the name of USC.

1.1.3 To prepare an RFP for distribution to prospective bidders in the commercial market.

1.1.4 To follow USOE guidelines in selecting a publisher.

1.1.5 To negotiate a contract between USC and a commercial publisher, with approval of USOE.

1.1.6 To make necessary additions and revisions to the program as specified in contract with publisher.

1.1.7 To analyze data from inservice evaluation of this program (Western Interlock Strategy).

1.1.8 To complete field testing of the program with preservice level sample.

Strategy 1.2: To complete the development of a prototype program on Precision Teaching to the point where it can be submitted to a commercial publisher for production and dissemination.

Activities

1.2.1 To duplicate master slides for filmstrips.

1.2.2 To duplicate master tape in cassette format.

1.2.3 To edit accompanying tasks and text materials.

1.2.4 To field test the prototype program with both preservice and inservice groups.

1.2.5 To initiate and follow the USOE process for selecting a commercial publisher, and signing a contract for publication and distribution.

Strategy 1.3: To make necessary revisions and additions to the Structuring the Classroom for Success program which is being published by Charles E. Merrill Company, and to prepare and publish evaluation data on this program.

Activities

1.3.1 To complete negotiations between publisher and USC and get contract for publication signed.

1.3.2 To prepare manuscript for typeset.

1.3.3 To write an accompanying Instructor's Manual.

1.3.4 To work closely with publisher, as requested, to complete steps in publication process.

Strategy 1.4: To participate actively in the efforts of the National Task Force on Area I of the current workscope.

Activities

1.4.1 To attend Task Force Meetings to represent IMCSE/USC.

1.4.2 To participate in writing of policy and procedures manual for Area.I.

Strategy 1.5: To respond to BEH requests for documentation of IMCSE/USC activities during the full period of funding.

Activities

1.5.1 To inventory and describe all equipment purchased with federal funds; send inventory to BEH by December 1, 1973.

1.5.2 To follow schedule for submission of further documentation, culminating in Final Technical Report.

Strategy 1.6: To respond as needed to requests from Associate Centers for specific consultation and service, and to be active in Regional Network.

Activities

1.6.1 To participate in Associate Center Advisory Group and Directors' Meetings.

Area II: Media, Materials and Educational Technology Training (teacher-use)

Objective 2.0: To develop unavailable and needed media-training materials to fulfill needs.

Strategies and Activities

2.1 Produce a series of video tapes on instructional materials, implementation techniques, and development of "home-made" materials or materials adaptations.

2.2 Disseminate video tapes to Associate Centers for use with their clients.

2.3 Evaluate.

Area III: Media and Materials Information System (child-use materials)

Objective 3.0: Identify and classify instructional materials for handicapped children.

Strategies and Activities

3.1 Survey commercial publishing companies.

3.2 Classify materials by subject area, etc.

BEST COPY AVAILABLE

Objective 4.0: Evaluate materials by standard criteria and recommend usage.

Strategies and Activities

4.1 Cooperate with other Regional Centers involved in evaluation.

4.2 Select and purchase materials to be evaluated.

4.3 Conduct evaluation of individual materials through Associate Centers.

4.4 Collect data.

4.5 Analyze data and report results.

Objective 5.0: Describe materials and encode descriptions for data base entry.

Strategies and Activities

5.1 Using System FORE as cataloging and prescription system to encode materials.

Objective 6.0: Operate search /retrieval facility to respond to materials inquiries.

Strategies and Activities

6.1 Conduct survey of Associate Center Directors to select common retrieval system.

6.2 Purchase selected retrieval system and place in each Associate Center.

6.3 Train Associate Center personnel in use of retrieval system.

Area IV: Materials Delivery System

Objective 7.0: Ship, within loan rules (upon order by registered user) materials .

Strategies and Activities

7.1 Distribute IMC library materials holdings equally among Associate Centers on long-term basis.

7.2 Associate Centers respond to client requests for materials loan.

Area V: Regional State Program Delivery

Objective 8.0: Stimulate Associate Center development.

Strategy 8.1: To provide and review a two-way communication system between Associate Centers and Regional Center.

Activities

8.1.1 To explore and cost out the development of WATTS line, both incoming and outgoing for region.

8.1.2 To provide a newsletter (new format) combining SHARE and the Communicator and issued 8 times a year.

8.1.3 To provide to all Associate Centers, reports on materials evaluations.

8.1.4 To provide two Associate Center Meetings, one task force oriented and one information oriented (two days).

Strategy 9.2: To provide, maintain and modify the Associate Center Network as needed.

Activities

8.2.1 Determine the criteria for establishment and operation of an Associate Center. Use Evaluation Task Force of four members.

8.2.2 Conduct an ongoing bi-directional evaluation and monitoring of Network Centers.

8.2.3 Reports of evaluations to BEH, Associate Centers, and State Directors.

Strategy 8.3: To actively seek support to supplement and enhance the activities of the Associate Center Network.

Activities

8.3.1 Solicit local, state and national public agency support.

8.3.2 Solicit private agency support.

8.3.3 Solicit local community support.

Strategy 8.4: To provide media and materials at the local Associate level.

Activities

8.4.1 To provide $500 in materials for each Associate Center.

8.4.2 To survey the specific needs for materials of each Associate Center by November, 1973.

8.4.3 Identify several alternative methods of acquiring materials and media.

Strategy 8.5: To provide a continuous system for needs assessment.

Activities

8.5.1 Query Associate Center clientele at least once each year and disseminate data on information to Regional Center and to Associate Center clientele.

8.5.2 Record materials usage data through the Associate Center and disseminate data to the Regional Center.

8.5.3 Each Associate Center will provide updated list of clientele to IMCSE by October 1.

Strategy 8.6: To cooperate with other related agencies (i.e., RMC, RRC, etc.)

Activities

8.6.1 Identify all related agencies--local, state and national.

8.6.2 Establish working relationships with these agencies.

8.6.3 Implement cooperative effort between Network and agencies.

Objective 9.0: Provide assistance in state planning for intrastate materials service.

Strategies and Activities

9.1 Attend State Division of Special Education Meetings.

Objective 10.0: Provide consultation on educational technology or special education materials usage.

Strategies and Activities

10.1 To provide training in the use of media and materials.

10 .1.1 To provide coordination or consultant for specified materials/ media training, allot $1000 per center.

10.1.2 To develop and list commercial vendors supplying materials, media training.

10.1.3 To provide packaged training in specific media skills, i.e., slide projector, overhead, video tape.

10.1.4 To develop video tape presentations on use of materials i.e., Peabody Kits, SRA Kits, specific programmed materials.

10.1.5 Support Associate Center programs with consultation and assistance (IMCSE staff time)

Area VI: Administration

Objective 11.0: Provide for basic administration of the Center and related activities.

Strategies and Activities

11.1 Attend National Network Meetings.

11.2 Participate in management information system committee.

11.3 Provide quarterly staff planning sessions.

CHAPTER III

PROJECT RESULTS

1966-67

1.1 Library Services

1.1.1 2,394 items were acquisitioned.

1.1.2 A. Materials coded in order that retrieval could take place = 2,345 items

B. Annotations completed this year = 96

C. "Intent to abstract" reports sent to CEC for month of June, 1967. = 300

1.1.3 A. Development of the IRUS Program

The IRUS program was fully operational. 1966-67 was devoted to solving the problems of modifying the original IRUS program so that the versaility of the IBM Datatex Remote Terminal could be combined with the existing Honeywell facilities at USC. This involved piloting input procedures, developing conversion routines, modifying the original updating routine, and developing a program for correcting errors.

B. The IRUS Program

The program is a Cobal program which utilizes a numeric descriptor system. Numeric designators were assigned to documents and other items in terms of the publisher or manufacturer, generic description of content, description of content in terms of special education significance, and date of publication or manufacture. Search for materials was conducted in terms of any one or combination of these four search areas. Both conjunctive and disjunctive retrieval operations were pursued with respect to any one or combination of the search fields. Code numbers assigned in the generic description search field are assigned to terms which were coordinated with the ERIC Thesaurus.

1.1.4 Two general approaches for information dissemination were developed. The first of these had to do with supplying information to persons who sent in requests for specific information about teaching materials. A special form was developed for the person to supply information relative to his request. This information was coded, punched, and submitted to the computer. The computer print-out was mailed to the requester. The second procedure involved the production of browser catalogs for use by Center personnel and visitors to the Center. A general catalog as well as catalogs on special problem areas were produced. In addition special catalogs such as author and publisher listings were also available.

1.1.5 This activity was completed; no statistics available.

1.1.6 We encouraged visitations to the Center to become better acquainted with our services. All visitors were asked to sign a guest register, and there were 400 names on this record. Many more visitors who have not signed the guest register have been at the Center.

1.1.7 Four SEE Conferences were held, where members of the staff gave presentations about the Center and handed out materials in regard to the Center. The conferences were in the areas of physically handicapped, educationally handicapped, and trainable mentally retarded. In all about 300 people attended.

Staff members attended two conferences that were related to instructional materials for handicapped children. One was a conference for educationally handicapped, held in conjunction with the Hudson School District (for 100 persons), and the other conference (500 persons) was on instructional materials for children with learning disorders, held at Los Angeles State College.

The Center held presentations for several of the county offices in the area about its functions. Ten Southern County Directors

of Special Education met to become aware of the Center Network. Included were San Bernadino , Ventura and Los Angeles Counties. These presentations were for select groups of teachers in this area. Presentations given in the northern part of the state included those in Sacramento County, Shasta County, and Humboldt County. Information was disseminated by the Nevada State Department of Education to all teachers and administrators in the area of handicapped children. This was also done under the auspices of the Arizona State Department of Education. The Center disseminated information through a series of conferences in the area as has been previously mentioned. Most of these were related to Council of Exceptional Children (CEC) meetings.

1.1.8 and 1.1.9 Three issues of the Communicator were published and disseminated.

7,000 copies printed
5,000 copies mailed
2,000 copies, other distribution

"5 x 8" publication-five issues printed and distributed. Sample copies of these publications appear in the Annual Report for 1966-67.

2.1 Technical Assistance and Training

Included in Library Services.

3.1 Field Activities and Associate Center Network

Arizona

3.1.1 The field services included several contacts with the State Department of Education through Floyd Baribeau, Director, and Ras Rowe, Assistant Director. The Center staff cooperated in a special education conference for special education administrators and teachers during the month of June. Members of the staff visited the Phoenix, Tucson, and Flagstaff regions of the state and discussed the establishment of an affiliate of the State Department of Education and possibly two other affiliates in the Tucson and Flagstaff areas.

California

The field staff traveled several times to Sacramento to consult with the State Department of Special Education. The staff was particularly active in working with Dr. Don Mahler, Wayne Campbell, and Eugene Black; and was involved with Mort Herz, Southern Regional Representative from the State Department of Education. Dr. McIntyre and Charles Watts took part in the State Conference on Curriculum Development for Mentally Retarded in San Diego early in the year. Dr. McIntyre was directly involved in the planning of that conference. Field representatives attended the CEC Western Regional Conference in Las Vegas, and the California CEC Congerence in Bakersfield. They attended the AAMD Section II Conference in Santa Barbara and the AAMD National in Denver. Numerous other local conferences were attended. At all of these, materials related to the National Network and to this Center were distributed. The Center began planning the development of several training films in the area of mental retardation in cooperation with the State Department of Education. The Center cooperated with the State Department in planning and holding a conference for administrators in special education in the fall, and also in devising a state-wide plan for the dissemination of instructional material in California. This involved a survey and planning phase to be implemented by application for supplemental funds from USOE.

Nevada

There were several contacts with the State of Nevada's Director of Special Education, Tom Murdock. With his cooperation our newspapers and "5 x 8" publications were mailed together with other specific information to special educators in Nevada. Dr. Coss and Mr. Watts also worked closely with Mr. Murdock in the further planning for the development of special education in Nevada and specifically the

utilization of Title VI ESEA funds. The staff had discussions in regard to establishment of two affiliates in the state of Nevada, one in the Reno-Carson City area and another in the Las Vegas-Clark County area.

3.1.2 Almost all southern California school districts were contacted by the Center through SEE (Special Education Exchange) Conferences. Specific conferences were held in the area of orthopedically handicapped (2), trainable mentally retarded (2), and educationally handicapped (emotional or neurological problems) (2). Most school districts in the general Los Angeles area were invited and most sent representatives to these conferences at the IMC. Specific presentations were made to school districts from San Bernardino County in the south, Tulare in central California, and Shasta County in the north. Several school districts were specifically contacted in Arizona. Several schools sent representatives to the Center to discuss possibilities of becoming affiliated with the IMCSE.

3.1.3 The Center was active contacting universitites and colleges within the region. Several members of the staff were active members of the California Association for Professional Special Educators and were involved in this program. Specific visitations were made to the following state colleges in California: Fullerton, Long Beach, San Francisco, Los Angeles, Humboldt, and Sacramento. The University of Nevada was contacted on a visitation to that area and discussions were carried out in regard to the strengthening of the university program in special education. The University of Arizona was also visited by members of the field staff. The University at Tempe, Tucson and Flagstaff were visited.

4.1 Development of Media and Materials

4.1.1 Filmstrip on the IMCSE, prepared for distribution to other centers, local associates, state colleges, etc.

Developed detailed slide presentation of work of IMCSE-USC which was extensively used in the region.

Filmstrip presentation dealing with the IMC was prepared and copies were sent to the state colleges in the region for use in introductory and curriculum courses.

4.1.2 Proposal to develop material for vocational training of secondary level educable retardates was prepared and forwarded to USOE. (In conjunction with Oxnard School District).

5.1 Development and Evaluation

5.1.1 Wrote preliminary position paper on evaluation in terms of anticipated use of the material. A copy appears in Annual Report, 1966-67.

5.1.2 No activities completed.

5.1.3 Survey of media utilization by special class teachers in Los Angeles County. Approximately twenty classroom teachers were interviewed in depth regarding the actual amounts of usage of special media in teaching handicapped children.

Held several conferences with Director's of Special Education in region.

Developed State Plan for utilization of Title VI funds in conjunction with Nevada.

Developed manual for coders and instructed all graduate students in its use.

Developed proposal for mobile unit using videotape for inservice training (in conjunction with Los Angeles City Schools).

6.1 National Network Activities

6.1.1 and 6.1.2 Attended all Directors' Meetings.

Hosted one Director's Meeting.

Visited Michigan Center.

Provided consultant (Mr. Don Rucker) for Field Directors' Meeting.

Prepared filmstrip presentations (2) for use by other centers as desired.

Cooperated with Kentucky on CEC exhibit at St. Louis convention.

Attended Librarian's Convention in San Francisco June 23-24.

1967-1968

1.1 Library Services

1.1.1 Number of library acquisitions = 874

1.1.2 Number of items coded = 932; items abstracted = 300

1.1.3 and 1.1.4 Computer requests filled = 265

1.1.5 Number of items checked out to clients = 4,202; mail requests filled = 286

1.1.6 Number of library visitors = 1264

1.1.7 The IMCSE made approximately 20 general and inservice presentations to special educators in local school systems.

1.1.8 Four issues of the Communicator were published and disseminated.

1.1.9 Three issues of the "5 X 8" were produced and disseminated.

2.1 Technical Assistance and Training

2.1.1 Arizona
The IMCSE participated in a state-wide workshop for special educators in Arizona.

Nevada
Participated in a state-wide retreat-workshop for special educators.

California
IMCSE participated in a week-long Special Study Institute for Teachers of the Educable Mentally Retarded, sponsored by the State Department of Education.

The State Department of Education and the IMCSE co-sponsored a five-day Special Study Institute for Administrators of Special

Education. The IMC was actually a contracting agency to plan, arrange facilities and speakers, provide secretarial support and print programs and proceedings. An IMC staff member attended, as a conferee, the Special Institute for Teachers of the Deaf. In addition, 24 inservice training sessions were held in school districts and county offices.

Planning meetings were held with three school districts (Colton-Redlands-Rialto) for the IMCSE to do an inservice during 1968-69.

3.1 Field Activities and Associate Center Network

3.1.1 Continued same as previous year.

3.1.2 Arizona

The regional plan were completed in cooperation with the State Department of Education for affiliates in Phoenix, Tucson and Flagstaff. Target date for all three to be operational was the 1970-71 school year.

Nevada

The State Department of Education and the IMCSE jointly completed an affiliate plan for Nevada comprised of three centers to be located in Reno, Las Vegas and Elko. The plan called for the Reno (University of Nevada) and Las Vegas (University of Southern Nevada) affiliates to be operational during the 1968-69 school year and the Elko affiliate center to be operational by 1971-72 school year.

California

The development of an affiliate plan for California was deferred until 1968-69 due to changes in key personnel in the State Department of Education.

At the conclusion of FY 1968, the following affiliate centers have been established: Phoenix, Arizona; Reno, Nevada; Downey, California; Kern County, California; Contra Costa County, California.

3.1.3 Twenty presentations to school districts, 4 presentations to CEC

Chapters, three presentations to State Hospitals. The IMCSE made presentations and/or provided speakers to the California AAMD conference in 1967-68. We also had one of our staff as a major speaker at the American Psychological Association, California Psychological Association. By the end of the 1967-68 year the total membership in IMCSE was 5,391.

3.1.4 Presentations and contacts were made to the following colleges and universities in our region: California State College, Long Beach; California State College at Los Angeles; Pepperdine College; California State College, Fullerton; University of Southern California; Special education classes of the above institutions came to the IMC for perservice training. These classes were given an overview of the IMC Network and its goals, how to use the local IMC in a manner to best serve the individual's needs and a disucssion period for any questions.

IMC was represented on the Executive Committee of the California Association of Professors of Special Education since its inception in 1966.

4.1 Development of Media and Materials

4.1.1 Welcome to IMCSE
This package included 27 color 35 mm slides and an audiotape. The presentation discussed IMCSE's services and library and how they could be used by members.

Transparency Set
This set of colored transparencies was created for use by the field director as a first introduction to IMCSE. It told what the Center was and what services were offered. It was later photographed as 2 x 2 color slides.

Introduction to IMCSE
This was a set of 35 mm color slides with synchronized audio tape. Two complete revisions with new slides and tapes were created.

The final show included 67 slides and an 11-minute tape using multiple narrators. The theme of the package was an introduction to IMCSE, indicating what the Center did, location, the Network connection, the services that were offered, who could subscribe, and finally intoduced many of the staff members. These slides were also assembled and reassembled for use in various combinations and orders for "in person" usage by IMCSE personnel at meetings and conferences.

Librarian's Show

The set of colored overhead transparencies was created for use by the librarian to describe that aspect of the Center. The major theme of the slide set was IMCSE membership and what it included, describing each aspect as well as introducing the computer code system and retrieval request form.

67-68 CEC Conference Show

This was a set of 81 color 35 mm slides with a synchronized cartridge tape for an audio unit. The package told the story of the Instructional Materials Center Network, its purpose, goals, and structure. Emphasis was placed upon the communications and information dissemination aspects of the Network. The original version was used at the CEC Conference in New York. It was directed to the Conference participants.

4.1.2 Vocational Training Films for EMR Students

This material is a series of six super 8, silent films for use with a technicolor cartridge projector. They show a high school student demonstrating the equipment and task, step by step. The subjects of the film are:

(1) Window Washing
(2) Dust Mopping the Floor, Part I and II
(3) Wet Mopping the Floor, Part I and II
(4) Lifting Heavy Objects

These films are for use by high school, educable mentally retarded students for job skill training. They can be used individually

by the student for the major learning of the task and further for review and relearning as needed. There are black and white still shots of the steps in the task for a bulletin board display. It is further planned that there will be suggestions for using the films and a student and teacher bibliography.

Project MEDIA (Materials and Educational Diagnosis Individually Applied)
A battery of psychological and educational tests was administered to one child participating in the Learning and Behavior Problems Project at California State College, Los Angeles. A series of educational objectives, specific to the area of mathematics was then determined for this child on the basis of the evaluation data. These objectives were defined behaviorally and then identified as specific skill levels which were matched with appropriate instructional materials thus creating a basic sequence in primary mathematics.

The child received remedial instruction for a period of three months during which time a continuous record of his progress was made via video and audio tape, 8 mm movies, still photographs, and aneddotal records. These data were combined into a 30 minute multimedia package to illustrate to teachers and allied professionals a method for planning and implementing individualized instruction in mathematics for children with learning disabilities.

Adaptation of Peabody Language Development Kit
Level I- 35 mm slides for use by orthopedically handicapped children. Permission for this was granted by Dr. Lloyd Dunn and the American Guidance Service.

5.1 Development and Evaluation

5.1.1 No information.

5.1.2 "Special Education Exchange: A Solution to a Problem" Exceptional Children, July, 1968. Charles A. Watts, Calvin C. Nelson, Robert B. McIntyre.

5.1.3 No information.

6.1 National Network Activities

6.1.1 Directors' Meeting-August, 1967, Chicago

Directors' Meeting-January, 1968, Washington, D.C.

Evaluation Meeting-April, 1968, New York City

Field Directors' Meeting-April, 1968, New York City

Librarians' Meeting-April, 1968, New York City

Directors' Meeting-August, 1968, Greeley

New York State IMC (Buffalo). Dr. Horace Mann consulted with us in 1967-68.

Eastern Pennsylvania Affiliate Center of George Washington University IMC. Lester Mann and his staff consulted with us in 1967-68.

Western Pennsylvania Affiliate Center of George Washington University IMC. Dr. Platt consulted with us in January, 1968.

IMC affiliate at Moscow, Idaho. Dr. Currie consulted with us, after accepting the position at Moscow, about our IMC and our affiliates in 1967-68.

Dr. Eugene Ensminger at the University of Kansas visited us in 1967-68. Mr. John Wightman visited us several times prior to going to Kansas as an administrative to the UK-IMC.

1968-69

1.1 Library Services

1.1.1	Number of library acquisitions	=	1886
1.1.2	Number of materials coded	=	3239
	Materials abstracted	=	168
1.1.3	Number of computer requests filled	=	346
1.1.4	Categorical bibliographies prepared	=	21
1.1.5	Number of items check out to clients	=	8061
	Mail requests filled	=	809
1.1.6	Number of library visitors	=	2081

42 groups of special educators and preservice education students also visited

1.1.7 Thirty-three informational meetings and materials demonstrations were made to county and city school districts; four were made to State hospitals

1.1.8 Four issues of the Communicator were produced and disseminated

1.1.9 Three issues of the "5 x 8" were produced and disseminated

2.1 Technical Assistance and Training

2.1.1 Arizona: Participated in Speech and Hearing Conference sponsored by State Department of Education, Casa Grande, Arizona

On-Site, in-service, training of affiliate personnel, Phoenix, Arizona.

TMR Materials, Adaptation Workshop, Mesa, Arizona

Northern Arizona CEC Workshop, Grand Canyon, Arizona

Nevada: None

California: Under contract to the California State Department of Education, IMCSE held three special study institutes for teachers and administrators of programs for the educable mentally retarded. We planned these institutes and implemented the planning, ie., selection and arrangements of facilities, personnel, development of printed materials (120,000 sheets).

As co-host with Title VI personnel of the California Department of Education IMCSE conducted a one-day meeting of directors of projects in Southern California utilizing VTR equipment to explore ways in which the material produced by these projects might be edited and circulated.

Thirty-five professional training sessions were held (in addition to those listed above) throughout the region.

In addition, extended training was carried out in three districts in San Bernardino County where training patterns which were later used in the state-wide Special Study Institutes were field tested. See Appendix E of Annual Report 1968-69, for Evaluation Report.

An extended in-service program was also tested in Kern County High School District which combined intensive group/leader involvements, with didactic instruction, materials production, and classroom observation. See Appendix F of Annual Report 1968-69 for Summary Report.

3.1 Field Activities and Associate Center Network

3.1.1 and 3.1.2 Arizona: A regional plan was developed in cooperation with the Arizona State Department of Education for Affiliate Centers in Phoenix, Tucson, and Flagstaff. Target dates for operational status for these centers was 1970-71. The Phoenix center was fully operational in 1968-69.

Nevada: Two centers located in the two population centers of Nevada were established: Reno and Las Vegas. Plans for a third center in Elko were postponed due to the extremely sparse population in that area. The Reno center was a full affiliate and negotiations were proceeding to affiliate the Las Vegas Center.

California: Personnel changes in the State Department of Education delayed development of a state affiliate network plan for California. Development of a state network moved ahead in spite of the absence of an officially adopted plan. Centers at Fresno State College and Sacramento County Office were officially designated as affiliates. Explorations were made with personnel at Humboldt State College, Sonoma State College, San Francisco State College; San Mateo, Santa Clara, Alameda, and Los Angeles County Offices, and Los Angeles City Schools regarding affiliate centers to serve these areas.

Toward strengthening the existing affiliate centers within our region, we held an affiliate in-service training workshop, April 28 to May 1, 1969.

At the end of the year 1968-69 the following Affiliate Centers were established:

Phoenix, Arizona

Reno, Nevada

Fresno State College, CA

Sacramento County, CA

Downey, CA

Contra Costa County, CA

Fullerton State College, CA

3.1.3 Approximately 40 general presentation were made throughout the region.

IMCSE membership = 8939.

3.1.4 Presentations, ranging from introduction to the IMCSE concept to discussion of current problems and progress in Special Education, were made at the colleges listed below.

San Francisco State College

El Camino College

Fresno State College

California State-Fullerton

Sonoma State College

Humboldt State College

Long Beach State College

Sonoma State College

Fresno State College

USC

San Francisco State College

IMCSE continued to be represented on the Executive Committee of the Califorina Association of Professors of Special Education.

4.1 Development of Media and Materials

4.1.1 Field Presentation Kit

This unit consisted of a large fiberboard suitcase container with a three fold standup display panel to fit. The display panel featured cartoon figures with photographs, heads of IMCSE personnel and an announcement that this was a project of the Bureau of Education for the Handicapped. The three fold display was designed to be set on a table. Also included in the package was a standard set of materials to be used in field demonstration. Purpose of this was to provide field personnel and affiliate personnel with an easily carried package of display materials and an attractive backdrop for setup at local school districts or local conferences.

General Field Show

This consisted of a full tray of 35mm slides briefly outlining the role of the IMC/RMC Network, the activities of the IMCSE, and information on how the user could avail himself of the services provided.

Basic Introduction to IMCSE

This set of materials consisted of two pulsed sound tapes and package approximately 200 slides designed to be flexible and re-combined into a variety of sequences for presentations to select groups.

4.1.1 Library Show

An automatic sound/slide show presented to drop-in users through earphones which described the operation of the library and the various aspects of IMCSE membership. It also introduced the computer code system and the retrieval request form to new users.

Network Show

A comprehensive slide/tape (160 frames) show, based on the December 1908 issue of Exceptional Children which was devoted entirely to the IMC/RMC Network, was produced and disseminated nationally.

4.1.2 Embryology Show

A slide-tape series on embryology was designed and produced in conjunction with a class for the physically handicapped in the Los Angeles Schools.

Visual Perception Filmstrip

A 40 frame filmstrip outlining the principles of sequencing materials for training in the area of visual perception and illustrating a wide variety of materials for such use was developed. The filmstrip, with accompanying sound tape was designed to be used in in-service instruction and in beginning teacher education.

5.1 Development and Evaluation

5.1.1 A procedure for collecting and analyzing evaluation by field teachers on specific items of instructional materials for specific objectives was evaluated through a two-step process. A set of behavioral objectives was developed by Center staff for the Peabody Language Development Kit. These behavioral objectives were incorporated into an evaluation checklist which was sent to all special education classroom teachers who were IMCSE members in a particular region. Using sequential analysis, the data were tabulated and probability statements generated regarding the likelihood that teachers would find the material useful for the stated objectives. The procedure was replicated with a different set of teachers and using the Frostig instructional material as the base.

5.1.2 "Increasing Media Use for Handicapped Children" Audio-Visual Instruction, November 1969, Robert B. McIntyre. See Annual Report 1968-69 for copy of article.

"Sequencial Analysis Evaluation of Materials" Educational Technology, October 1969, Calvin C. Nelson, Robert B. McIntyre and Charles A. Watts. See Appendix of Annual Report 1968-69 for copy of article.

"Empirical Evaluation of Instructional Materials" Educational Technology, February 1969, Robert B. McIntyre, Calvin C. Nelson. See Appendix of Annual Report 1968-69 for copy of article.

"Some Neglected Criteria for Selecting Instructional Material", Teaching Exceptional Children, Fall 1969, Rose Engel, Robert B. McIntyre. See Appendix of Annual Report 1968-69 for copy of article.

5.1.2 continued
Presentations

- Association for Children with Learning Disabilities, National Convention Fort Worth, Texas.
- CEC National Convention: Presentation of Center-developed 3-screen, multi-media math show.
- National Convention: Chaired panel on Early Childhood Education.
- DAVI Conference, Portland, Oregon (Division of Audio-Visual Instruction)
- Co-hosted with California State Department of Education and USOE, Bureau of the Handicapped Los Angeles Regional Conference. Implementation of Programs for Handicapped Children authorized by ESEA.
- California Association of School Psychologists and Psychometrists, State Convention, San Francisco, psychologists in Special Education. Presented papers.
- California CEC state Convention--Panel presentation
- AAMD Convention, San Francisco, Presentation, Helped with Network booth.

5.1.3 A demographic study of the distribution of special education classes in Los Angeles County was made. The most impressive finding was the lack of or unavailability of data in this regard. From the incomplete data available the relative distribution of classes for the EMR and educationally handicapped was examined. Initial analysis indicated that there was a concentration of classes for the EMR in the Center City with a relatively greater density of classes with educationally handicapped in some of the surrounding suburban areas.

6.1 National Network Activities

6.1.1

1. Directors Meeting - January 1969 - Florida
2. Evaluation Meeting - April, 1968 - Denver

6.1 continued

6.1.1 continued

3. Field Directors Meeting - April 1969 - Denver

4. Directors Meeting - August 1969 - Nebraska

5. Operations Coordinators Meeting - April 1969 - Denver

We cooperated with the Network in preparing and manning the National CEC Booth in Denver and supplied the network slide show and various items of equipment. We also assisted with the Network Booth at DAVI in Portland and at AAMD in San Francisco.

6.1.2 University of Washington - requested information

State of Connecticut - requested information

Western Pennsylvania - requested information

1969-70

This was a planning year; IMCSE did not actively seek to expand efforts in field and library services (upon BEH recommendation).

1.1 Library Services

1.1.1	Number of library acquisitions	=	749
1.1.2	Number of items coded	=	415
1.1.3	limited		
1.1.4	Computer printouts production and updating of categorical bibliographies continued	=	152
1.1.5	Number of items checked out to clients	=	6335
	Mail requests filled	=	1729
1.1.6	Number of persons visiting library; in addition, 19 groups of educators and students visited IMCSE	=	2736
1.1.7	Twenty-three presentations on instructional materials were made		
1.1.8	Four issues of the Communicator were produced and disseminated		

2.1 Technical Assistance and Training

2.1.1 Arizona

Arizona Affiliate Inservice

Arizona State Department
Speech and Hearing Conference

Nevada

Southern Nevada CEC Workshops

Las Vegas Affiliate Inservice

IMC Material Workshop

California

Stork Conference - Paramount Unified School District

An inservice training package in behavioral objectives and contingency management. Success criterion; Demonstration of these skills by teachers in own classroom.

SED 70 - Santa Barbara

An information gathering conference regarding strategies for severely educable emotionally disturbed children

Evaluation I: - Santa Cruz

Evaluation II: A training conference in evaluation techniques for managers of projects and potential evaluation technicians.

2.1.2 Presentations were made to groups of special education students at 15 colleges and universities.

A course was offered at the University of S. C. entitled "Director of Instructional Materials Centers". It began Spring 1970 and was taught by Dr. Robert McIntyre. Subject matter included: Leadership and direction of educational media centers at selected levels of education. Examination of recent federal legislation affecting media programs.

3.1 Field Activities and Associate Center Network

3.1.1 and 3.1.2 Arizona: A regional plan was developed in cooperation with the Arizona State Department of Education for affiliate centers in Phoenix, Tucson, and Flagstaff. With an estimated special education teacher population of less than 600 for the entire state, pressure for additional centers in Arizona was not great. The field staff of IMC encountered a lack of enthusiasm for additional centers in the Tucson and Flagstaff area. The Phoenix center remained a fully operational center.

Nevada: Reno Center remained operation; efforts to establish a center in Las Vegas were made.

3.1.3 Two inservice training meetings were held in October and April at which time all affiliates were given an opportunity to discuss their individual problems, and possible solutions, within the group. This allowed development of communication ties and strengthened the affiliate network. IMCSE membership numbered 10,000.

3.1.4 (included in 2.1.2)

3.1.5 California

Because our focus for this year was long range planning, we have reluctantly limited our participation in major field work at the state-wide level. We anticipated however, resuming an active role in statewide inservice training following this year. In the meantime, we were acting as consultants to districts, counties and colleges regarding their inservice programs.

3.1.5 continued

During the summer of 1970,we planned to do two two-week institutes on evaluation.

We continued to work through Mr. Zambrows to strengthen the relationship, and the exchange of ideas and information between personnel of the California State Department and the IMCSE.

We continued to work with the California Department of Education to encourage agencies (e.g., colleges, county offices) in key locations in California to initiate affiliate centers.

4.1 Development of Media and Materials

No activities in FY 1970.

5.1 Development and Evaluation

5.1.1 Growing out of the already developed sequential analysis approach to field evaluation of materials, the center engaged in two types of evaluation efforts this year. Material with an extensive circulation rate was accompanied by an evaluation form specifying the behavioral objectives which might be achieved by this material.

In the second model, an inexpensive material was sent to selected teachers accompanied by an evaluation form. The teachers were allowed to keep the material in return for their cooperation with its evaluation. The reason this procedure was found necessary was that material of interest for evaluation is frequently not available to the classroom teachers in the field in sufficient quantity for reliable judgments. Evaluation reports appended to Final Report 1969-70.

5.1 continued

5.1.2 Theory Symposium-Santa Barbara.

A search, by major contributors to the field of Special Education, for a common theoretical base.

Validation of sequence of tasks and materials in the area of visual perception. This was accomplished with a sample of normal preschool children using the sequence of tasks and materials developed during 1968-69. See Appendix VII in Final Report 1969-70.

Documentation of project conducted at California State College, Los Angeles, demonstrating a method for planning and implementing individualized instruction in mathematics for children with learning disabilities. See Appendix VIII in Final Report 1969-70.

Sequential Analysis as a Means of Evaluating Instructional Materials by Robert B. McIntyre, Charles A. Watts and Calvin Nelson "Choosing, Sequencing and Using Instructional Materials". Council for Exceptional Children's 47th Annual International Convention, April 1969. Cara Volkmor "Individualized Instruction for Children with Learning Disabilities. Association for Children with Learning Disabilities Sixth Annual International Conference, Fort Worth, Texas, March 1969. Cara Volkmor, Anne Langstaff and Gary Kornfien.

5.1.3 Followup evaluation of classroom behavioral changes resulting from summer institute.

A survey was taken of all attendees at the 1969 Special Study Institute and tabulations were made of reported change in classroom procedures. In addition, innovative approaches which the teachers

5.1 continued

applied resulting from their summer workshop were collated and disseminated.

During the 1969-70 funding period the USOE/BEH requested that professional staff set aside time for long-term planning of projects. These were to include many areas of Special Education with an assortment of delivery modes. This proposed Grant entitled Maxi Grant was not funded by USOE.

6.1 National Network Activities

6.1.1 Western Regional Conference

CEC Chicago, Illinois

CEC California

IMC/RMC Directors Meeting

We cooperated in setting up parts of displays in Chicago for CEC. In addition we prepared computer based exhibit evaluation program and modified network slide show.

A Day in the Life of an IMCSE Director, was shown at the National CEC Conference to USOE and network personnel. It is a seven minute color-sound film and IMC or RMC. The film has been placed in our library and is available for loan.

6.1.2 No information

1.1 Library Services

1.1.1 Library activities including acquisition and service were greatly curtailed and reduced due to a move to University-owned quarters in February-March of 1971 and the necessary reorganization of the library holdings.

1.1.1 Number of library acquisitions = 977

1.1.2 Number of items coded = 70

1.1.3 Limited

1.1.4 Newly acquired materials were coded and entered into computer data base. Individual printouts were no longer run weekly as in the past. A master updated printout by high request topic areas was generated quarterly. Individual requests were filled by Xeroxing appropriate subject printouts.

Number of computer printouts = 141

continued production and duplication of categorical bibliographies

1.1.5 Items checked out to clients = 4963

mail requests filled = 1374

1.1.6 Number of library visitors; = 2382;

in addition 17 groups of special educators and students visited the library

1.1.7 Twelve presentations were made to special educators in districts and counties in region

1.1.8 Four issues of the Communicator were produced and disseminated.

1.1.9 Back issues of the "5 x 8" publication were disseminated at cost to members.

2.1 Technical Assistance and Training

2.1.1 Vocational Education Conference

Learning Disabilities Workshop

Precision Teaching Workshop

(see Final Report 1970-71)

2.1.2 The Dissemination Change Agent Model (DCA) was developed and field-tested in California, Arizona and Nevada. Training content was Contingency Mangement.

The DCA was the major field training activities during this year. (See Final Report 1970-71).

3.1 Field Activities and Associate Center Network

Progress in the area of Affiliate Centers and related regional activities was maintained at a minimum by different members of the staff due to a serious illness of the Affiliate Coordinator. There was no way to predict the length of time needed for recovery and his position was held open from January through June of 1971.

3.1.1 and 3.1.2 Many changes occured in the Arizona State Department of Education within the year. These indicate interest in growth and changes in education, which encouraged our further attempt to increase center growth and activities. The Phoenix Center remained fully operational.

The IMC Staff kept communications open to the Reno and Las Vegas Affiliate Centers during the illness of the Affiliate Coordinator.

Efforts to gain approval of the California State Plan were continued. We rewrote it with alterations and addenda in order to make it more acceptable to state legislation.

3.1 continued

Toward strengthening the existing Affiliate Centers within our region, an affiliate inservice training workshop was help on November 4, 5, 6, 1970 (See Appendix 10 Final Report 1970-71). A second inservice training session was held in Bakersfield May 19-21. The focus of training was on classroom use of VTR equipment.

3.1.3 IMCSE membership remained around the 10,000 figure. Twenty presentations were made to groups of special educators in the service region.

3.1.4 Presentations were made at the following colleges: La Verne College, Fresno State College, San Jose City College, U.C.L.A. Extension, California State College, Chico State College, Long Beach State, San Francisco State, Stanford University, University of Southern California. Special Education Classes have visited the Center and received instruction in use of facilities and services.

3.1.5 Due to the illness of our Sacramento liaison person, consultant activities were maintained by various project staff.

4.1 Development of Media and Materials

No activities in this area.

5.1 Development and Evaluation

No activities in this area.

6.1 National Network Activities

6.1.1 Western Regional Conference
CEC Miami
CEC California
IMC/RMC Directors Meetings
CASPP
State Directors of Special Education

6.1.2 Staff members consulted with staff members from the following Network Centers on library organization, information retrieval services, instructional materials and inservice

continued

6.1 continued

6.1.2 continued

training activities at various times throughout the year: Colorado State IMC, Kansas SEIMC, Oregon IMC, Las Cruces RMC, and CEC Information Center.

In addition a National CEC presentation was jointly planned and presented by the Directors of the California, Kansas, Oregon and Colorado Centers.

1971-72

Area I: Information Dissemination

1.1 and

1.2 The objective was met by publishing and distributing the Communicator for 1971-72 to approximately 14,000 people (members) in our 3 State region. The paper went out quarterly and was edited by Fred Bennett. Requests to the library for materials written about in the Communicator always generated a long waiting list immediately after publication. We had numerous articles submitted to Mr. Bennett for publication, of which several were published. Requests for additional copies of the paper were received and membership applications continued to be received on the published form. Requests for the "5 x 8's" came in on the published forms also.

2.1-2.4

The objective was met by the generation and distribution of bibliographies in the 3 areas specified. The pre-school, vocational, educational, and inservice training bibliographies were distributed to all Centers in the RMC/IMC Network.

2.1 - 2.4 continued

Approximately 200 subject area bibliographies were retrieved and printed from the computerized data bank. These bibliographies were filed and xeroxed when appropriate to fill information and materials requests.

2.5 No evidence.

Library Consultations and Presentations-1971-72

3.1-3.3

Southwest School for the Deaf

Torrance Unified School District -- 55 teachers

Los Angeles City Schools -- 15 teachers

Marysville California--60 teachers--Demonstration of Project Life and Contingency Management Workshop

Santa Barbara Schools

California State University, Los Angeles--15--OH

Los Angeles City Schools--Interns--EMR

Alvord School District--25 teachers

Diagnostic School for Neurologically Handicapped Children Los Angeles--materials demonstration

U.S.C--25 students in Special Education

U.S.C--25 students in Special Education

U.S.C--25 students in Special Education

Pacific State Hospital

Diagnostic School for Neurologically Handicapped--Project Life Demonstration and Piaget Early Childhood Curriculum

California State University, Los Angeles--15 students in Visually Handicapped

3.1 - 3.3 continued

John Tracy Clinic--teachers of the deaf

Pepperdine University--15 teachers of EH

Camarillo State Hospital

Southwest Regional Media Center for the Deaf--

Conference and presentation of "Materials Adaptation for the Deaf"

Delivery of Library and Support Services

4.1.1 and 4.1.5

Approximately 1,000 new items (both purchased and donated) were acquisitioned and catalogued into the computerized system.

4.1.6 Library records show that from September 1971 until August 1972:

1404 clients personally visited the Center to browse

1449 clients received information and/or materials via mail and,

approximately 3500 individual items (materials or books were checked out of the library.

4.1.7 During the 1971-72 year, work was begun on expanding our information base and staff expertise in the BEH priority areas of Early Childhood, vocational education and teacher training strategies. The products resulting from our efforts were comprehensive bibliographies in each of the three areas. These bibligoraphies were distributed nationally.

In addition, attempts were made to secure copies of as many of the materials listed on the bibliographies as possible. Materials received were mostly complimentary copies sent in exchange for a copy of the compiled bibliography. The materials received were added to the IMCSE library collection.

5.1-5.9 The major emphasis for FY 1971-72 was improvement of the Associate Center Network as a delivery system. The major agenda for our Associate Center inservice held during the year was the development and ratification of a multi-level Phasing Agreement that stated the performance expectations of the IMCSE/USC and the Associate Centers. Four new Centers joined the Network, three were given a one day inservice presentation to initiate and introduce their Center to local special education teachers. The IMCSE also produced a video tape program, "The Task", concerning a behavior modification program conducted at the Visalia Unified School District, the site of a new Associate Center. Multiple copies of a monthly publication listing and describing materials available for loan from the IMCSE/USC were sent to each existing and potential center for them to disseminate to Special Education Personnel in their service regions. The IMCSE/USC also participated in the writing of the National SEIMC/AMC Guidelines for Establishment and Maintenance of Associate Centers produced this year.

Each of the Associate Centers was surveyed for their staff capabilities and needs during 1971-72. Each old Center and each new Center, as it came up, was visited at least twice during the fiscal year.

Mr. Grenda, out of the need for a more specific goals statement, defined a new set for use with new and old Associate Centers. The two Associate Center Meetings were held during the year.

5.1 - 5.9 continued

One was held in conjunction with the Sacramento Associate Center at Palmer Ranch outside of Sacramento in November 1971. The other Associate Center meeting was held in conjunction with the Reno Associate Center at Lake Tahoe in May, 1972. Agendas for these meetings are found in the Appendices of Final Report for 1971-72.

A new publication for Associate Centers was begun as specified in the proposal. It was called the "Rip-Off". Several copies were sent to each Associate Center during the fiscal year. Samples copies are found in the Appendices of the Final Report for 1971-72.

6.1 - 6.3

Two planning meetings were held and decisions were made on the content (Contingency Management). A decision was made to deliver this content through the following training modes: DCA; Self-Instruction; Teacher-Administrator; Circuit Rider; Workshop. The following Centers agreed to participate with the California IMCSE in the study and to run one or more of the training strategies: Oregon; Kansas; New Mexico (RRC); Colorado. Agendas and reports are included in Apepndices of Final Report 1971-72.

7.1 - 7.4 No information available.

Area III: Training

8.1 - 8.5 State Version

The state director of special education in Arizona was so impressed with the results of our pilot test of the model in FY '71 that he indicated a desire for further training of this type in his state and a willingness to allocate the funds. The team from his state which we had trained in the pilot test agreed to train five more teams from five districts in Arizona. They followed essentially the same plan as we had used with them. The director of the Associate Center in their area and a member of the state department of special education were actively involved in the training and follow-up.

Results:

1. As a result of the training efforts of the Scottsdale team, and five training teams they trained, thirty special education teachers implemented Contingency Management in their classrooms.
2. It was demonstrated to us that one of the teams we had trained could use the model as effectively (or better) than we had. Rather than deteriorate as it moved away from the source, it seemed to improve.

Residential School Model

Our intent in this run of the model was to see if it would work in a residential school setting. In doing so, we knowingly violated some of the assumptions on which the model is based (see Appendix for overview of the model). We wanted to test whether we could overcome these violations by handling the rest of the model as excellently as possible.

8.1 - 8.5 continued

It is our opinion that the most critical assumption we violated was that people are most likely to learn and implement a new procedure when they actively desire it or feel the need for it. Put in negative terms, change that is precipitated by the will of higher authority will usually be superficial and drop out of the system at the earliest opportunity.

Provision for avoiding this error is built into the basic DCA model by a self-selection design and by the creation of "barriers" by the training organization to being selected. The assumption, verified by our experience to date, is that if a team is willing to overcome the barriers created, that it really wants and will benefit from the training.

In the residential version of the plan, the teams we trained were put in a position in which it would be very awkward not to agree to participate. Though 12 teachers implemented the content presented, there was little enthusiasm expressed for it and in some cases there was open resentment. Subsequently we have found that most of these teachers have dropped the procedure.

County Version

Our experience with the county version was very similar to our experience with the residential school version. In a word, disappointing. We found that if the number of professionals to whom the invitation is presented is too small, the number of teams applying too small to allow the screening out of those teams that do not seem to be sufficiently determined.

8.1 - 8.5 continued

In this run of the model, we trained three teams. Sixteen teachers implemented the content in their classroom.

Discussion

Though some of the diffusion ideas we tried this year were disappointing, we feel that we learned as much from them as we did from our successes which were very satisfying and continue to generate good will toward our Center and BEH.

9.1 - 9.4 Regional Version

Our primary objective in this run of the model was to see if it would deliver a different content effectively. We increased the number of teams to six and tried a different selection procedure on one. We also, almost as an afterthought, tried having one of the teams we trained train another training team from a nearby county. The content we used for this run of the model was Precision Teaching (PT).

Results:

1. The training team we selected by a different procedure failed to precipitate any implementations of PT in their district.
2. The team trained by one of the teams we trained exceeded our success criterion.
3. As the result of our training of six teams and their training of teachers in their districts, 53 teachers implemented Precision Teaching in their classrooms.
4. The model did succeed in delivering a different content, Precision Teaching, that had been delivered in the pilot run of the model.

Area IV: Assessment

10.1 - 10.3 No information available.

Area V: Support, Maintenance and Evaluation

1.1 - 11.5

Administration and support activities were carried out during 1971 - 72 as specified. The National Directors meetings were attended; two presentations by staff were made at National CEC Conference.

Long term planning was a major task that the Center undertook during the year with the intended move towards research and development of child-oriented materials. A planning conference was held in Catalina in October of 1971. The new Associate Center coordinator came on staff early in the year with ensuing orientation and attention to Associate Center problems. Staff evaluations were completed and evaluations of activities were undertaken.

1972-73

Area I: Information Services

1.1 The following figures represent the number of instructional materials added to the library collection by quarters.

September-November	December-February	March-May	June-August
199	44	145	497

Materials added to the collection were continually coded. Bibliographic information was recorded on index cards for entry into card catalogs as the computer system was being phased out.

1.2 Materials and information were disseminated at levels reflected by the following figures.

	September-November	December-February	March-May	June-August
Library Visitors	549	426	276	201
Mail Requests	557	423	373	550
Materials Loaned	892	952	577	231

A manual card cataloguing system was set-up and was closely related to the IMC materials Thesaurus.

Bibliographies on affective education materials were produced and disseminated. One focused on preschool materials and the other on materials for adolescents. A comprehensive publishers contact catalog was produced and disseminated (see Appendix in Final Report 1972-73).

2.1 Four issues of the Communicator were published and disseminated to cover the Fall, Winter, Spring and Summer of 1972-73. All issues were disseminated to individual members and in packets of 50-100 copies to Associate Centers.

2.2 Monthly issues of Share were produced for Associate Centers. 1800 copies per month were provided to each Associate Center for dissemination. Content was expanded to include vendor contacts, teacher ideas in addition to abstracts, pupil oriented and professional materials (see Appendix in Final Report 1972-73.)

3.1 and 3.2

Thirty-six demonstrations and training sessions were conducted.

Area II: Delivery System Development

4.1 Visits were made by Associate Coordinator. Among exploratory sites were El Centro, Chico, San Jose, San Francisco, Santa Cruz, San Luis Obispo, Redding, Monterey, Los Angeles and Santa Maria, California. By August, 1973, eight new Associate Centers had been added to the network. In addition, a concentrated effort was made in Arizona to develop a master plan for Associate Centers. Due to a change in staff there, there was difficulty in continuing with the development of new Centers.

4.2 The following Centers were visited in California: Sonoma, Eureka, Susanville, Contra Costa, San Diego, Sacramento, Santa Barbara, Ventura and Visalia. Reno and Las Vegas were visited in Nevada and Phoenix in Arizona.

4.3 The following Centers requested and received presentations on services: Santa Barbara, Sacramento, Eureka, El Centro, San Luis Obispo, Ventura, Contra Costa, Flagstaff, Las Vegas and Santa Rosa.

In the case of new Centers, the presentations were "send off" inservices on Regional services and materials. These meetings also served as input sessions as individual suggestions and expression of needs were actively solicited.

4.4 California: Attended nine meetings.

Arizona: Attended three meetings.

Nevada: Two meetings with Nevada State Director of Special Education

5.1 Two inservice meetings were held. In November, the inservice was held at Alisal Ranch in Solvang, California. Two major decisions were made: goals and objectives for the Associate Center network were decided upon (see Appendix 2.2 in Final Report for 1972-73) and it was agreed that each new Center would submit a proposal describing activities they would undertake for the following year (see sample proposal in Appendix 2.2 in Final Report for 1972-73). An executive board for the Associate Center network was elected and work began on a constitution.

A conference planning committee composed of Associate Center directors was formulated and they, jointly with the Associate Center Coordinator, planned the meeting to be held in May. The meeting was held in Berkeley and work progressed on the constitution and new officers were elected. Proposals from new Associate Centers were approved by the executive council. The Advisory Board met 3 times during the year.

5.2 A series of 8 three-day videotape workshops was held during FY '73. A total of 41 participants received "hands-on" experience with equipment and produced and edited short tapes of their own. (See Appendix 2.2.2 in Final Report 1972-73 for workshop schedule and overall evaluation).

6.1 Three video tapes were produced, disseminated and evaluated during FY'73. Two of the factors which contributed to lowering the target number (10) of video tapes produced were: (1) Under-estimating time and effort involved in a developmental activity such as this and (2) an intense effort to make each succeeding video tape reflect feedback and evaluation comments from viewers of the previous tape.

6.1 continued

Videogram Production Timeline

November, 1972--Videogram I was produced and shown to Associate Center directors at their conference in Solvang, California. The tape consisted of (1) an orientation to the IMCSE and the University of Southern California School of Education and Department of Special Education, (2) a sample of the type of information concerning instructional materials and classroom adaptations of materials to be seen in future Videograms, and (3) an overview of other types of information to be presented in future Videograms.

March, 1973--Videogram 2 was produced and distributed to Associate Centers for viewing and evaluation by special education teachers. This tape focused on discussion, techniques and materials concerning the upgrading of sensory motor skills with severely handicapped youngsters. Over fifty evaluations were received from the field and, in general, showed support for the idea of this type of information system and suggested improvements in the technical quality of the tapes and other content areas to be covered.

May, 1973--Videogram 3 was produced and disseminated. This tape focused on classroom techniques, resources, commercial and adapted materials for the upgrading of language skills in grade school level handicapped students. In general, these three tapes moved from an academic approach to special education, to the actual onsite shooting in classrooms and special schools; as the comments from the field seemed to suggest a need for very practical information to teachers such as the use of home-made materials, adaptations of materials that are, in general, already available to the teachers, inexpensive resources and materials that are avaialble commercially, etc. Evaluation methods and comments appear in the Appendix of Final Report 1972-73.

7.1 - 7.5

Bell and Howell Language Master evaluation was completed (see the Appendix in Final Report 1972-73).

Borg Warner System 80 evaluation was completed as was an evaluation of Tutorgram.

Evaluation was begun on Telor program materials.

The target of 15 materials evaluations completed during FY'73 was not reached. The time intervals and turn-around necessary when sending materials to Associate Centers who in turn distribute them to identified teachers and the time involved in collecting the data were greatly underestimated.

8.1 By June 1973, IMCSE had attempted intervention in seven different teacher education programs from five universities using five different modules (preservice training packages). Three were mini-courses from Far West Laboratory and two were media workshops. Criterion was reached in six of the seven universities in which interventions were attempted. A total of 15 faculty and 358 students participated in this activity. (See Appendix 3.1 in Final Report 1972-73).

9.1 After initial visits to the fifteen State Hospitals within the IMCSE region, it became evident that some hospitals had ideas that would be of assistance to other hospitals, but there seemed to be no procedure for interaction among the teachers of neighboring State Hospitals. To facilitate this interaction, IMCSE sponsored three Workshop/Sharing Sessions, two of which were in Southern California and the other in Northern California. The third workshop was co-sponsored by the Department of Mental Health, Sonoma State Hospital and IMCSE. A total of 131 staff members participated in the three

continued

sessions. More complete documentation of this effort appears in Appendix 3.2a, Final Report 1972-73.

In direct response to the expressed objective for training of State Hospital personnel in Behavior Modification Techniques, a training conference was held to train four teams of staff from Camarillo, Napa and Porterville State Hospitals and Long Beach Exceptional Children's Home. These teams were trained through use of the inservice package entitled Behavior Modification Techniques for Teachers of the Developmentally Young developed by the Rocky Mountain Special Education IMC by means of the Diffusion/Change Agent Model developed at IMCSE/USC. The four teams then returned to their work settings and trained a total of 103 additional staff members to implement the techniques with their children. Approximately 386 children were affected as a result of this activity. A complete description of the selection, training and evaluation processes and results appear in Appendix 3.2b of Final Report for 1972-73.

10.1 Reinforcement of State and County coordinated dissemination/diffusion activities.

A. Background Information

Our original intent for this strategy was to get the special education department of one of the State Departments of Education in our region to fund a diffusion project in that state. California (the target state) and Arizona (not targeted, but interested) each indicated that they already had a funded diffusion project and would appreciate any consultation we would be willing to give them. This we agreed to do.

Results

In California, we participated in the design of their project for dissemination and diffusion of peer-selected special education projects.

continued

10.1 continued

Nine projects were selected and funded to begin dissemination activities. In addition, nine more projects were selected and began the process of preparing for dissemination activities. Our role in this was consultative. The staffing and funding was handled by the State (see Appendix 3.4 of Final Report 1972-73).

In Arizona, we were asked to design a diffusion strategy for a state project in which the districts had already been funded for diffusion. The result of this consulting was less satisfying. The districts involved had already received the funds for this activity and seemed to feel invaded by the heavy hand of the State when specific diffusion steps were explored with them. Subsequently, the State Department withdrew from this activity.

B. Intent

To see if one of the teams we trained in FY'72 could select and train six new teams in Precision Teaching, and that each of these teams would train six selected teachers in their district and facilitate their implementation of Precision Teaching in their classroom.

Results

In September of this fiscal year, we successfully negotiated a contract with the Napa, California training team to attempt this task. Following the steps of this diffusion model, the Napa team invited targeted districts and counties in Northern California to form teams and apply to participate in this program. They subsequently selected and trained six teams from this geographic area who in turn trained selected teachers in their districts. These teams, composed

continued

10.1 continued

of a special education teacher, psychologist, and administrator facilitated the implementation of Precision Teaching in the classrooms of the teachers they trained. They also provided support to these teachers and evaluated their implementations. These evaluations were based on visible results and teacher self-reporting. The Napa team provided support to the teams they trained and verified their evaluations.

As of May, when the teams were brought together again to share their results, training, problems, solutions, and plans for further training, 41 special education teachers had implemented Precision Teaching in their classrooms as a direct result of this training effort. A difficult-to-quantify side effect observed in the teams trained was an enthusiasm for this training approach and an intention to use it in their districts in training additional special education teachers in Precision Teaching and other teaching skills. (Written evaluation of this training model are available). In addition, these teams plan to get together again in September on their own to maintain the momentum of this training activity. (See Appendix 3.3 of Final Report 1972-73 for further details.

11.0 In October, 1972 letters soliciting team applications to this project were sent to IMCSE members in rural counties in Arizona, California and Nevada. These letters were also sent to Associate IMC's and county-operated special education facilities as listed in state directories. In November, 1972 screening letters were sent to each of the teams which had applied. Six teams were selected representing Anderson Union High School District, Anderson, California; Del Norte County Schools, California; Eureka City Schools, Eureka, California;

continued

12.0 continued

District and California State University at Long Beach.

Area IV: Media Development

13.1 - 13.4

Specified activities were completed during FY'73. Final reports of validation studies were prepared. (See Appendix 4.1 of Final Report 1972-73).

13.6 - 13.7

Scripts and visuals finalized.

Manual containing training tasks and games, as well as assessment guide completed. Revised filmstrip and cassette tape produced. Package entitled Sequencing Visual Perception Materials completed for dissemination.

14.1 - 14.2

Objectives were completed. A self-instructional training package consisting of four sound filmstrips and a programmed guidebook were developed.

14.3 - 14.5

Evaluation data collected; analysis in process.

15.1 Task breakdown and sequence were established.

15.2 First draft of training package, including scripts, storyboard, text, and tasks reviewed by expert practitioners of Precision Teaching. Revisions made to text and tasks. Photographs, art and tape of script completed.

15.3 - 15.5

Due to budget cuts, these activities were not completed during FY'73 but will be conducted during FY'74.

16.1 This task was completed.

16.2 Ten driver education filmstrips have been produced.

16.3 The filmstrips have been evaluated in three high schools with groups of educable mentally retarded and educationally handicapped children. Based on the field test data, the student worksheets should be revised and the program re-evaluated.

16.4 - 16.5

Were not completed during FY'73.

Area V: Administation

17.1 - 17.6

CEC Internship

During the months of March and April, an internship in Washington, D. C. was made possible through the Network Office to Bruce Weston of our staff. Through the CEC and BEH staffs, Bruce was enabled to obtain first-hand knowledge of the work of these two organizations. In addition, he was enabled to visit Centers and related organizations in other parts of the country, such as the National Media Center in Ohio, and the National Association of State Directors of Special Education.

17.1 - 17.6 continued

Center and National Network Maintenance

To facilitate as smooth a transition as possible from prior Center priorities to the new priorities of the National IMC/RMC Network, a greater amount of time than had been anticipated went into Center and Network maintenance activities this fiscal year. Time for these activities was taken from strategies referred to earlier which required less time than had been anticipated. These activities included consultations with BEH and Network Officer personnel, Task Force meetings, Regional Advisory Committee meetings, Associate Center meetings, input sessions consultation with State Special Education Director, Staff Planning meetings, etc.

In summary, FY'73 was a demanding year as we attempted to move training activities from earlier Center priorities to conformity with new Network priorities as outlined in the IMC workscope.

18.1 - 18.5

Pilot Dissemination of DCA model to other Regional Centers.

Background Information

In FY'71 we began developing and field testing a diffusion model (the DCA model) with visible success. Other regional SEIMC's began expressing interest in using this model. In FY'72 we began training the Boston Center in the use of this model. We asked them to participate in the model the first year and use it the next. It became our feeling that this process was too slow and tended to bog down a little, so when two more Centers expressed interest, we asked them to commit themselves to learning and using the model in one Fiscal Year.

18.1 - 18.5 continued

Boston Center: During FY'73 we provided the Boston Center with sample letters, task sheets, handouts, workshop schedules and evaluation materials. We also provided consultation by telephone and on-site.

Results: Six districts were involved in Boston's training program. The teams were drawn from the following states: Maine, Vermont, New Hampshire, Rhode Island, Massachusetts and Connecticut. Five out of the six teams met criterion for training and implementation of Contingency Management in classroom.

Oregon and Kansas Centers: In May of FY'72, both the Oregon and Kansas Centers indicated such a strong interest in learning to use this diffusion model that we agreed to train both Centers if they would commit themselves to use it during the Fiscal Year in which they received the training (see Appendix 6.1 of Final Report 1972-73 for commitment terms).

In September of this Fiscal Year, using one of the teams which had been trained by one of the teams we trained, we instructed a team from Kansas and Oregon. The skill being diffused in this run of the model was Contingency Management. Following this training, each Center invited districts in the rural and sparsely populated areas of their region to form two-or-three-person teams and apply to participate in this diffusion activity. They subsequently selected and trained teams and these teams in turn trained selected special education teachers in their districts. These district training teams facilitated the implementation of Contingency Management in the classrooms of the teachers they had trained and supported and evaluated

18.1 - 18.5 continued

these implementations. The Kansas and Oregon teams supported the activities of the teams they trained and verified their implementation evaluations. In the spring, they brought these teams together again to share with each other their results, training problems, solutions and plans for further training. (See Appendix 6.1 of Final Report for 1972-73 for results).

1973-74

Area I: Instructional Materials Development

1.1.1 - 1.1.6

The University of Southern California secured Copyright Authorization (for 7 years) for the Contingency Management program from the Copyright Office. That office also approved the dissemination of a Request for Proposal for the publication and distribution of this product. No formal bids were received; however, in June, 1974, the University signed an Option agreement with Charles E. Merrill Publishing Company. The publisher will notify the university in October, 1974 regarding their decision to publish Contingency Management. Throughout the year, copies of the program were sold by IMCSE at cost.

1.1.7:

Data from the Western Interlock dissemination strategy, related to the evaluation of the Contingency Management package, were analyzed. It appeared that the self-instructional program was extremely effective in training teachers to successfully implement a Contingency Management program in the classroom. (See Appendix I for evaluation report).

1.1.8

The Contingency Management program was also evaluated with a sample of preservice education students (N=27). The package proved to be effective in teaching the concepts involved in Contingency Management. College instructors found the package to be a valuable instructional component. (See Appendix II for evaluation report).

1.2.1 - 1.2.3

The prototype version of a self-instructional program on Precision Teaching was completed in slide-tape format with accompanying task and text materials. These materials are now on file at NCEMMH.

1.2.4

The prototype program was field-tested with a preservice and an inservice sample. Results indicated that the program is effective in teaching skills and concepts related to the technique of Precision Teaching. Limited positive evidence on the program's effectiveness in facilitating implementation was obtained. Informal feedback indicated needed areas of revision to the program. (See Appendix III for evaluation report).

1.2.5

The University of Southern California has signed an Option Agreement with Charles E. Merrill Publishing Company regarding the production and dissemination of Precision Teaching. The publisher will notify the University in October, 1974 of their decision.

1.2.6

An additional product, the Drive Right Program, (filmstrips and manual) was completed and disseminated to Associate Centers in the three-state region. A copy was also sent to NCEMMH. This program is for use by secondary level handicapped students.

1.3.1 - 1.3.4

Structuring the Classroom for Success was published by Charles E. Merrill Publishing Company in April, 1974, and is currently receiving wide sales distribution throughout the country. A research article on the development and evaluation of this product was submitted to the American Educational Research Journal in June, 1974.

1.4.1 and 1.4.2

One staff member of IMCSE, Dr. Anne Langstaff, participated in the Area I National Task Force and contributed to the writing of the Area I Policies and Procedures Manual which was produced in January, 1974.

1.5.1 and 1.5.2

The schedule for submission of documentation regarding Center operations and administration was followed. Wrap-up activities culminated in research, and preparation of this Final Technical Report.

1.6.1

Area I staff member participated in all Associate Center Directors and Executive Advisory Committee meetings held throughout 1973-74.

Area II: Media, Materials and Educational Technology Training (teacher use)

2.1: Eight Videotape programs were produced on the following topic areas:

Videogram 4: The Peabody Kit, Level P.

This tape includes footage from four different classrooms classified as Trainable Mentally Retarded and Multiply Handicapped. The teachers were recorded adapting kit materials in language lessons with the children.

Videogram 5: The Peabody Kit, Level 1.

This tape includes footage from five classrooms classified as TMR.

Videogram 6: The Peabody Kit, Level 2.

Adaptations of kit materials in classrooms of TMR students.

Videogram 7: Photographs of TMR Students.

This program offers five examples of teaching techniques involving teacher-produced photography. The teacher uses photographs of the students in her class for improving language and counting skills. The class is elementary TMR.

Videogram 8: "The Camping Trip".

This is an audio visual production of TMR students at the Junior High School level. The teacher and students produce a play in the film-slide/cassette medium. The process of production is documented and the play itself is presented.

Videogram 9: Teacher Made Multi-Media.

The footage for this program was taken in a Junior High School TMR class. The teacher combines the following media to improve memory, sequencing and language skills: Slides-worksheets, photographs-language master cards, slides-audiotape. The teacher and/or students were involved in the production of the mediated classroom aids.

Videogram 10: Photo-Journalism for EH Students

This program traces the progress of one elementary school student, classified as Educationally Handicapped, as she goes through a photo-journalism class designed to improve social skills, reading skills, visual perception and skills in the photo-journalism process.

Videogram 11: The Vocational Educational Setting for Improving Math Skills with TMR

This program covers techniques in improving Math skills with high school TMR's in a Vocational Education setting.

2.2. Dissemination

The following Regional IMC's have contributed support for copies of the Videograms:

Oregon	Massachusetts
Washington, D. C.	Kansas

In addition, the Associate Centers of the IMCSE/USC were able to borrow or obtain the tapes by replacing the videotape used for copying. The programs were also available for loan to IMCSE members.

2.3 Eight tapes were produced.

The first three programs were produced early enough in the year to receive extended dissemination. The final five tapes were completed after the end of the school year.

One copy of each of the first three tapes was sent to the supporting Regional IMC's with the exception of the Oregon Center, which received ten copies of the programs for dissemination to their Associate Centers. The following Associate Centers have received copies of the three programs: Chico, Fresno, Fountain Valley, Phoenix, San Francisco, San Luis Obispo, Santa Rosa, Ventura and Visalia.

Area III: Media and Materials Information System (Child-Use Materials)

3.1: An alphabetized list of publishers of instructional materials was prepared upon completion of a survey of approximately 1800 companies. Two copies of the 43 page bibliography were sent to all Associate Centers in September, 1973. Multiple copies of the document were housed at IMCSE/USC for distribution upon request.

(See AppendixIV)

3.2: Bibliographies of instructional materials appropriate for special education were developed according to subject areas. The materials were classified according to publisher, price, age and grade level, skills, handicapped area, media format and abstract of the item. The topics covered were: Science, Math., Reading, Perception, Speech and Language Arts, Vocational Education and Career Guidance and Sex Education. Two copies of each of these titles were disseminated to each Associate Center with multiple copies housed at IMCSE/USC for distribution upon request.

(See Appendix V)

4.1 Dr. Calvin Nelson was appointed as a member of the National Task Force, Area III, to represent IMCSE. He attended the meetings of that committee and contributed sections of the Area III manual; (Sourcebook for Evaluation of Instructional Materials and Media). The titles of these sections are:

"Sequential Analysis as a Teacher Judgment Summarization Technique"

"Sequential Analysis as a Means of Evaluating Pupil Performance"

4.2 Materials were selected and purchased. Eight individual items were selected:

Pay the Cashier	Multiplay
Password	We Learn to Classify
Wonder Words	Task Perception
Spill and Spell	Kinestetic Number Cards

4.3 Random sampling of teachers was done by Associate Center. Materials (listed above) distributed to Centers based upon geographic/population division. Evaluation forms written for each item (See Samples A, B, C, D; Appendix VI). Two additional evaluation projects were conducted. One concerned a study of the impact of the Bell and Howell "Nouns". Program on a mentally retarded population at Devereaux School. The other evaluated the impact of "System 80" on an EH Population.

4.4 Data on materials evaluation was collected from Associate Centers and follow-up questionnaire distributed (Sample E, Appendix VI). Reimbursement was provided to Associate Centes for evaluation activities by allowing the participating teachers and Associate Centers to keep the instructional material after the evaluation.

4.5 See materials evaluation report, Appendix VII.

5.1 The instructional materials previously located at IMCSE/USC were disseminated to the Associate Centers. A master catalog was developed identifying the location of each material for inter-Associate Center Network loan. Three System FORE training conferences were held in Fall, 1973 for Associate Center personnel. Each Associate Center is engaged in encoding its collection of materials into System FORE. IMCSE staff provided consultative assistance in the encoding activities of Associate Centers. (See Appendix VIII)

6.1 Associate Center Directors were given the opportunity to study two instructional materials retrieval systems (Select Ed, and System FORE, developed by the Los Angeles Unified School District). This activity took place at Associate Center Directors' meetings. The final decision to select System FORE was made by the Executive Advisory Board.

6.2 The System FORE cards from Los Angeles Unified School District were reproduced for each Associate Center. The cards in the academic areas of Math, Language and Reading were reproduced in the following quantities:

	Math	Language	Reading
No. of Individual Cards:	507	784	859
Total No. Reproduced:	20,280	31,360	35,360

An alphabetized listing of the materials encoded on System FORE was also developed for the three academic areas. The equipment for System FORE was purchased for each Associate Center, including: Hand Punch, Needle, Alignment Block, Card Saver, Posting Tray with Metal Plates and 300 McBee encoding cards. (See Appendix IX.)

6.3 The Assistant Director coordinated the training activity. Three System FORE training conferences were held in the Fall of 1973 for Associate Center personnel. These were located in Las

Vegas, Los Angeles and San Frarcisco to facilitate full Associate Network participation. System FORE workshops were also held in the following areas:

El Centro

Phoenix

Susanville

Red Bluff

San Francisco

Los Angeles

Las Vegas

Santa Rosa

Lancaster

San Luis Obispo

Sacramento

Area IV: Materials Delivery System

7.1 The instructional materials previously located at IMCSE-USC were disseminated to the Associate Centers. A master catalog was developed identifying the location of each material for inter-Associate Network loan. A copy of the master catalog was sent to each Associate Center. Addenda to the master catalog were mailed to all Associate Centers as new Centers joined the Network and received materials collections. (See Appendix VIII.)

7.2 The IMCSE-USC responded to requests for information on instructional media and materials for special education at the following rate:

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
No. of Library Visitors:	25	18	30	18	21	23	20	24	29
Mail Requests Filled:	164	103	72	81	89	166	101	129	85
No. of Items Checked Out:	64	67	56	17	38	31	44	40	15
Telephone Requests Filled:	67	25	34	22	55	50	49	62	45

Area V: Regional State Delivery Program

8.1.1 The possibility of establishing a WATTS line for the Associate Center Network was explored. The most feasible and cost-effective method for establishing a communication system between Associate Centers and these Centers and the Regional Office was determined to be a specific phone number at IMCSE to which calls could be charged. Each Associate Center was assigned a dollar amount $250.00 and a cummulative record of their use of the the phone number was kept throughout the year. IMCSE accepted collect calls from Associate Centers and accepted charges on calls between Associate Centers.

8.1.2 Four bimonthly issues of the Communicator were published and disseminated to every member of the IMCSE-USC, approximately 16,000 copies. The quarterly issues were mailed in November, 1973; January, 1974; March, 1974; and June, 1974. The new format included regular articles on free and inexpensive materials information, Associate Center news and activities, upcoming conferences and workshops--both local and national and information on mediated training packages.

Four bimonthly issues of Share were published and disseminated to all of the 16,000 names on our mailing list. The new format of Share consisted of 5 X 8 pages describing ten new instructional materials available by vendors who have agreed to cooperate with our Associate Center Network. Every teacher received a response form in the publication which could be mailed to us , indidcating further interest in any of the materials described. We sent letter, then, to Center Directors, informing them of teachers

in their region who were interested in what materials. A copy of the list was also sent to the vendors of those materials. The directors and vendors were encouraged to make contact and arrange for (1) demonstration sample of the materials to be housed at the Center, or (2) loan copies to be sent to teachers, or (3) inservice days or vendor presentations at the Center, or (4) any agreement that can be negotiated to help the interested teachers receive materials information. Each teacher requesting further information received a catalog or brochure from the vendor. The response to Share occured at the following rate: October: 270 responses

December: 360 responses

February: 162 responses

April: 202 responses (to date 6/4/74)

(See Appendices X and XI.)

8.1.3 Associate Centers were provided with copies of Materials Evaluation report (Appendix VII).

8.1.4 In cooperation with the Associate Center Directors' Planning Committee, the IMCSE Field Representative planned and coordinated two Directors' Meetings: November 13-16, 1973 and April 3-5, 1974. Participants completed evaluation forms. (See Appendix XII for Agendas and Evaluations).

8.2.1 The Field Representative and a Task Force of Associate Center Directors developed a list of criteria for the establishment and operation of an Associate Center. These criteria were discussed and approved by Associate Center Directors at the Fall, 1974 meeting. (See Appendix XIII.) In addition, the Assistant Director consulted with existing and prospective Centers, particularly in Arizona and Nevada.

8.2.2 An audit form and guidelines page were developed for use in the

evaluation process. Audit visits were conducted at the sites listed in Appendix XIV with a three-person audit team. An Associate Center Network Evaluation of the Regional IMCSE at USC was conducted on June 20, 1974. (See Appendix XIV.)

8.2.3 Summary reports of evaluations were sent to Associate Centers, BEH, and the State Directors in California, Arizona, Nevada. (See Appendix XV.)

8.3.1-8.3.3 A committee of Assoicate Center Directors was set up and Associate Center Directors were responsible for initiating these activities in their local areas.

8.4.1 Twenty-eight of thirty-one Associate Centers placed orders for instructional materials in the following amounts:

San Luis Obispo	$1,445.69
Newport-Mesa	445.00
Lancaster	491.50
Santa Rosa	532.65
Ventura	477.50
St. John	219.25
Anaheim	494.55
Las Vegas	448.37
Many Farms	491.50
Red Bluff	440.23
Orange	503.00
Visalia	510.00
Chico	455.50
Susanville	496.40
El Centro	426.25
Torrance	484.53
Devereux	464.50

Reno	498.90
Kingman	495.00
Corona	499.88
San Jose	430.50
Northridge	560.90
Phoenix	499.40
Concord	493.75
Fresno	472.25
Bakersfield	509.00
Fountain Valley	483.80
San Francsico	487.00

The materials are delivered to Associate Centers after being logged at the Regional Center at USC.

8.4.2 A needs survey was distributed to all Associate Centers in September 1973. Seventeen Centers responded indicating instructional material needs for their individual Centers. (See Appendix XVI.)

8.4.3 Several strategies were developed to respond to this objective.

(1) The following guidebooks listing either free or inexpensive materials available for the writing were identified, purchased, and sent to each Associate Center:

1. Where To Get and How to Use Free Teaching Aids
2. Free and Inexpensive Learning Materials
3. Catalog of Free Teaching Materials
4. Guide to Social Studies Materials
5. Guide to Free Filmstrips
6. Guide to Free Science Materials
7. Health, Physical Education and Recreation Materials
8. Guide to Free Curriculum Materials
9. Guide to Guidance Materials

10. Educator's Guide to Free Films

(2) In an effort to provide reference tools appropriate to the needs of a media and materials center the following books were obtained for each Center:

1. Sharper Tools for Better Learning
2. A Useful List of Classroom Items that Can Be Scrounged or Purchased
3. International Education Resources
4. ALERT: A Sourcebook of Elementary Curricula Programs and Project

(3) A two volume notebook entitled Index to Publishers of Instructional Materials was developed in an effort to provide Associate Center staff with an easy means of locating information on publisher 1) addresses, 2) representatives, 3) services and 4) materials. We attempted to obtain from each company a copy of their catalog for each Center. These catalogs, coded for reference to the notebook, were sent to each Center. (See Appendix XVII.)

8.5.1 and 8.5.2 These activities were the responsibility of the Associate Centers; no information was reported to the Regional Center.

8.5.3 Associate Centers sent lists of their clientele to IMCSE.

8.6.1-8.6.3 Letters were mailed to agencies throughout the United States seeking information regarding services provided individuals with handicaps. An agency sourcebook was developed which lists agency, services, personnel, and locations. (See Appendix XVIII.) A close working relationship was maintained with the RRC and RMC in New Mexico and the RRC's in Oregon and Utah.

The deaf-blind programs in California were visited as was the Indian Model School in Arizona. Meetings were held with key personnel in the Diagnostic School Program and Development Centers.

9.1 IMCSE staff attended monthly meetings of Division of Special Education

California State Department of Education. The Assistant Director met with each of the State Directors of Special Education and with State consultants. Meetings of the California State Special Education Commission were attended.

10.1.1 Consultants were arranged for the following Associate Centers:

Visalia

Santa Barbara

Sonoma

Santa Barbara (Devereux)

Many Farms

Newport

El Centro

Torrance

Phoenix

San Francisco

Anaheim

Orange

Discussions were held either in person or by telephone, with the following Centers to assist in utilization of consultants for specified media training:

Tehema County

San Luis Obispo

Kern County

Sonoma County

Ventura County

Visalia

Corona-Norco

10.1.2 Three bibliographies were developed in response to this objective and each Associate Center was provided with two copies of each; multiple copies were housed at IMCSE-USC for distribution upon request.

The titles are as follows:

1. Competency-based Media Kits -- Lists the media training packages available on loan from IMCSE-USC.

2. Media Production and Use Training Package Bibliography -- Describes items related to teacher and student production and use of various types of media.

3. Listing of Vendors of Child-oriented Media-- Lists vendors and the types of media they distribute.

10.1.3 Competency-based media workshop packages were developed on the following contents and made available to Associate Centers on short term loan:

1. Audio Flash Cards (e.g., Language Master)
2. Cameras (Polaroid and Instamatic)
3. Filmstrips (sound and silent)
4. Audio Tapes
5. Overhead Transparencies

Each package consists of a notebook containing: schedule of activities, course and evaluation objectives, list of supplies, presentation outlines, task sheets, handouts, resource booklets and visuals. (See Appendix XIX.)

10.1.4 See Area II (Activities 2.1-2.3).

10.1.5 Consultation, materials adaptation workshops and System FORE Training Workshops were conducted at the following sites by Library personnel:

Santa Barbara (Devereux)	11/12/73
Santa Barbara (City Schools)	11/12/73,3/18,25,26/74,5/6/74
San Francisco	11/30/73
Torrance	10/3/73, 1/15/74, 2/19/74, 5/7/74
Las Vegas	10/31/73, 2/4/74, 12/12-14/73
Phoenix	10/4/73, 1/19/74
Anaheim	4/24-25/74, 12/3/73

Many Farms	3/19/74
Orange	5/15/74, 5/21/74
Newport	5/28-29/74
Covina Valley	1/22/73
San Jose	2/9/74
Bakersfield	1/23/74

(See Appendix XX.)

The Field Representative provided the following Associate Centers with direct consultation and assistance:

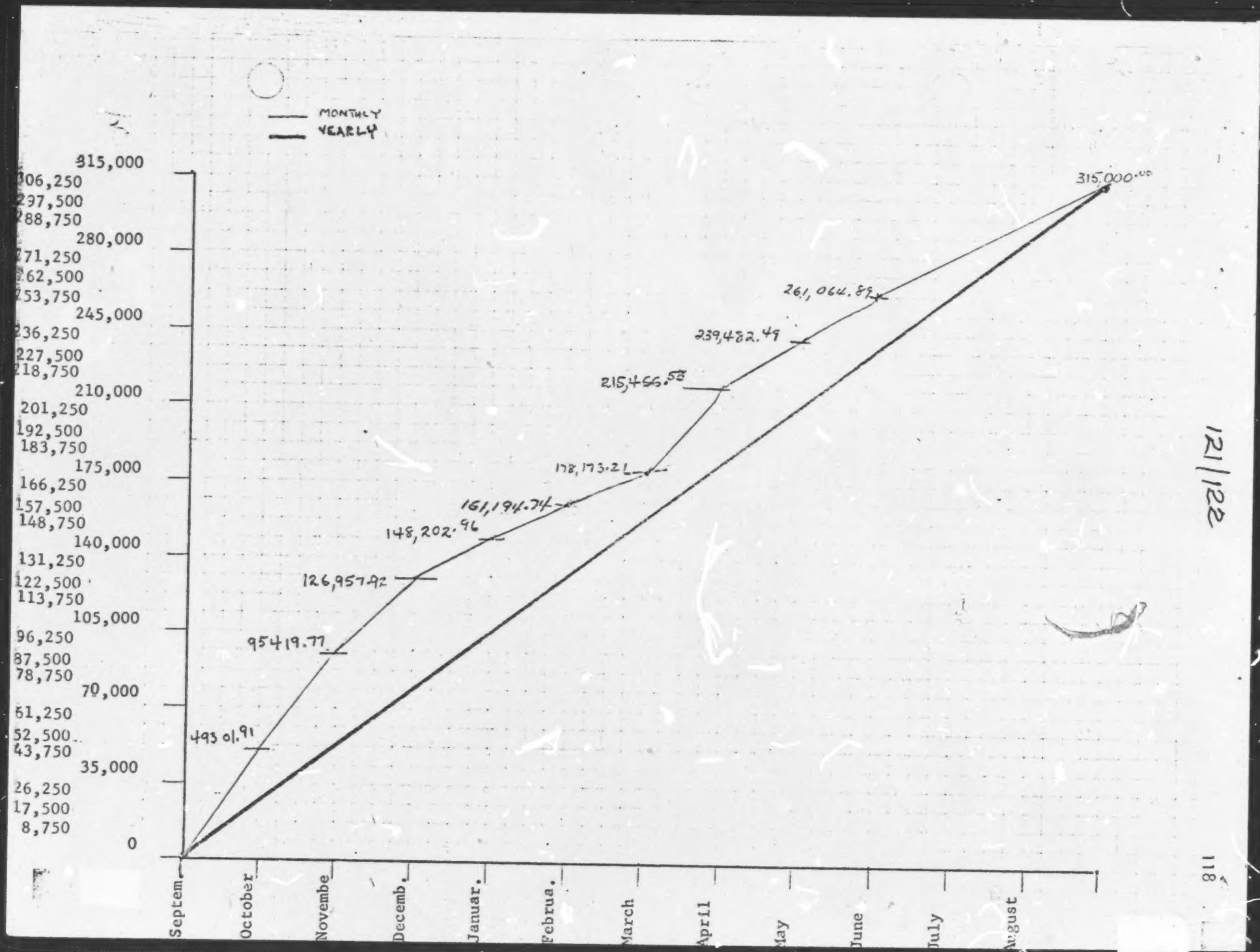
Sacramento	11/1
Orange City	11/5
Corona-Norco	11/5
Newport	11/5
Imperial County	11/6
San Diego	11/7, 2/28
Devereux	11/12
Santa Barbara	11/13, 1/24, 3/11
Bakersfield	12/6, 2/5
Phoenix	12/13, 6/12
Tehama County	1/3
Lancaster	5/23
Sonoma County	11/8, 2/19, 3/22
Shasta County	2/21
Reno	2/22
Las Vegas	11/6, 5/27
Visalia	3/6
Fresno	3/7
San Luis Obispo	5/13, 6/1

The Assistant Director Participated actively in Task Force II

in the development of a network manual related to training.

11.0 Provide for basic administration of the Center and related activities.

The major tasks that were to be completed by management were the replacement of Field staff in the opening month of the year. Position was announced, screened and the position was filled by Eleanore McGeough by October 1st. Monitoring activities took place on a regular basis in staff planning meetings, staff meetings, and informally with staff. Budget review and chart are appended to this section. It appears there will be no funds left at the end of fiscal year. Staff evaluations were completed in June, 1974 for all staff. New Staff descriptions were developed and will be acquired in July for coming fiscal year. Final report and documentation should be finished by September 1, 1974. The reports to NCEMMH, Kentucky and George Washington University were completed on schedule by May 30, 1974.


MONTHLY
YEARLY
315,000
306,250
297,500
288,750
280,000
271,250
262,500
253,750
245,000
236,250
227,500
218,750
210,000
201,250
192,500
183,750
175,000
166,250
157,500
148,750
140,000
131,250
122,500
113,750
105,000
96,250
87,500
78,750
70,000
61,250
52,500
43,750
35,000
26,250
17,500
8,750
0
49301.91
95419.77
126,957.92
148,202.96
161,194.74
178,173.21
215,456.58
239,482.49
261,064.89
315,000.00
Septem
October
Novembe
Decemb.
Januar.
Februa.
March
April
May
June
July
August

121/122

118

1|.1 Attend National Network Meetings

10/15,16, 1973

National Directors meeting was held in Kansas City on October 15, 16. Discussions of final years operations were carried out. Close out responsibilities were specified and BEH/USOE personnel were to deliver segments to places specified. Role of NCEMMH, Kentucky, and George Washington University were discussed. Task forces were established on all five work scope areas and they met. Area six was also discussed as a possible new task force.

11/12, 1973

Attended hearing in Washington, D. C. on new workscope of network. Discussed with various BEH/USOE personnel directors for current year and potential for future in different areas.

1/21/74

Attended National Bidders conference with other directors at University Expense. Presentations were attended both for ALRC and RRC proposals purposes.

6/24,25, 1974

Meeting of Network planned for St. Louis. Cancelled by USOE/BEH because public announcement of ALRC, S1, S2, S3 and S4 was not anticipated until later in the summer.

11.2 Participate in Management Information System Committee

During closing part of 72-73 year the Directors actively participated in MIS meetings and in-put. With announcement of the closing year of grants to IMC this committee became inactive. It then became the core of Task Force VI.

10/9/73

Administration for development of procedures for new network. October 9, 1973 was establishment of team leaders in this effort.

10/15,16/73

October 15, 16 was meeting of Task Force involving Hugh Summer, Jack Tringo, NCEMMH and Kansas representative as well as Chuck Watts.

10/28,29/73

October 28, and 29th were the second meetings of the Task Force. First draft was completed of procedures. December meeting by phone was concurrence of draft. Review the dr ft with Hugh Summers and submitted to total committee in January.

1.3 Quarterly Staff Planning Sessions

10/1,2/73

Planning Sessions were held in 1st quarter on October 1st and 2nd for staff. Eleanore McGeough had just joined staff. Discussions were held as to responsible persons for objectives for the year. Task assignments were finished and time-lines were estimated for all areas.

1/10,11/74

Second Planning Session was held on January 10th and 11th. Review of project was undertaken to that point. Objectives and time-lines seemed to be holding for most of the project. Budget line seems to be running high. Effort will be made to lower the rate some. Close-out process was discussed for rest of year and needs for new project were briefly raised.

Third quarter Planning Session was not held.

8/5-7/74

Fourth quarter session was held in conjunction with University of Oregon Center on August 5th through 7th. Discussed were final closeout activities of current year, evaluations of objectives, and final report for project.

CHAPTER IV

CONCLUSIONS

Library Services

Library acquisitions have continuously expanded over the nine years of the project to eventually form a materials collection of over 15,000 items. During the last year of center operation these materials were equally distributed to Associate Centers on long-term loan for more effective dissemination to clients in the field (see Figures 1 and 2).

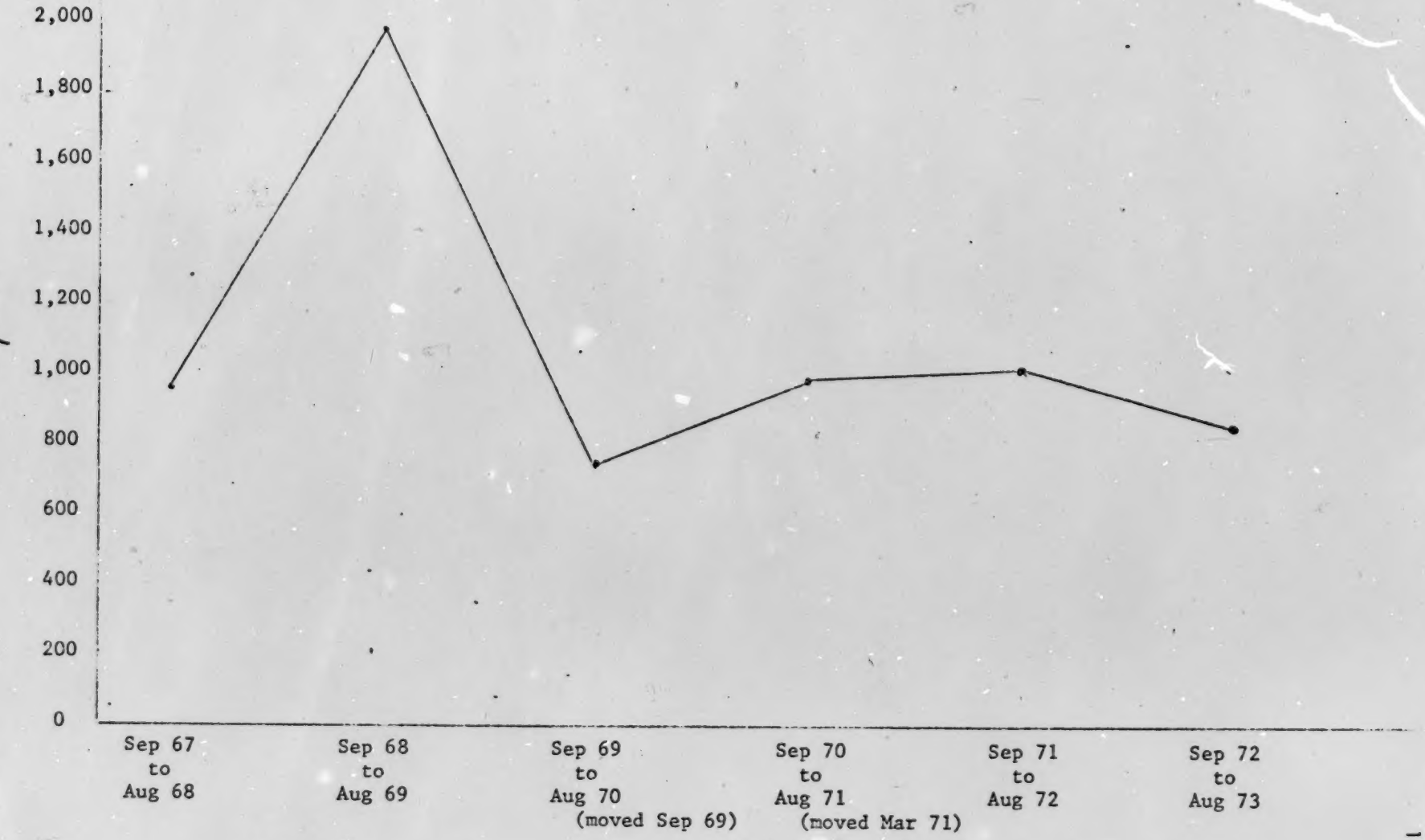
Membership includes over 14,000 special educators in California, Arizona and Nevada. The number of in-house visitors at the Regional Center has diminished (from a high of 2735 for FY 70) as quantity and quality of Associate Centers was increased. (see Figure 3). Informational mail requests serviced by the Regional Center dramatically increased in FY 74 as support to Associate Center functions increased (see Figures 4 and 6).

The computer retrieval system was developed to an operational, usable process and then gradually phased out as CEC ERIC became fully operational and assumed the cataloging and abstracting responsibility (see Figure 5).

Early SEE Conferences (Special Education Exchanges) where materials were displayed were gradually replaced with meetings focusing on more extensive demonstrations of specific materials and methods.

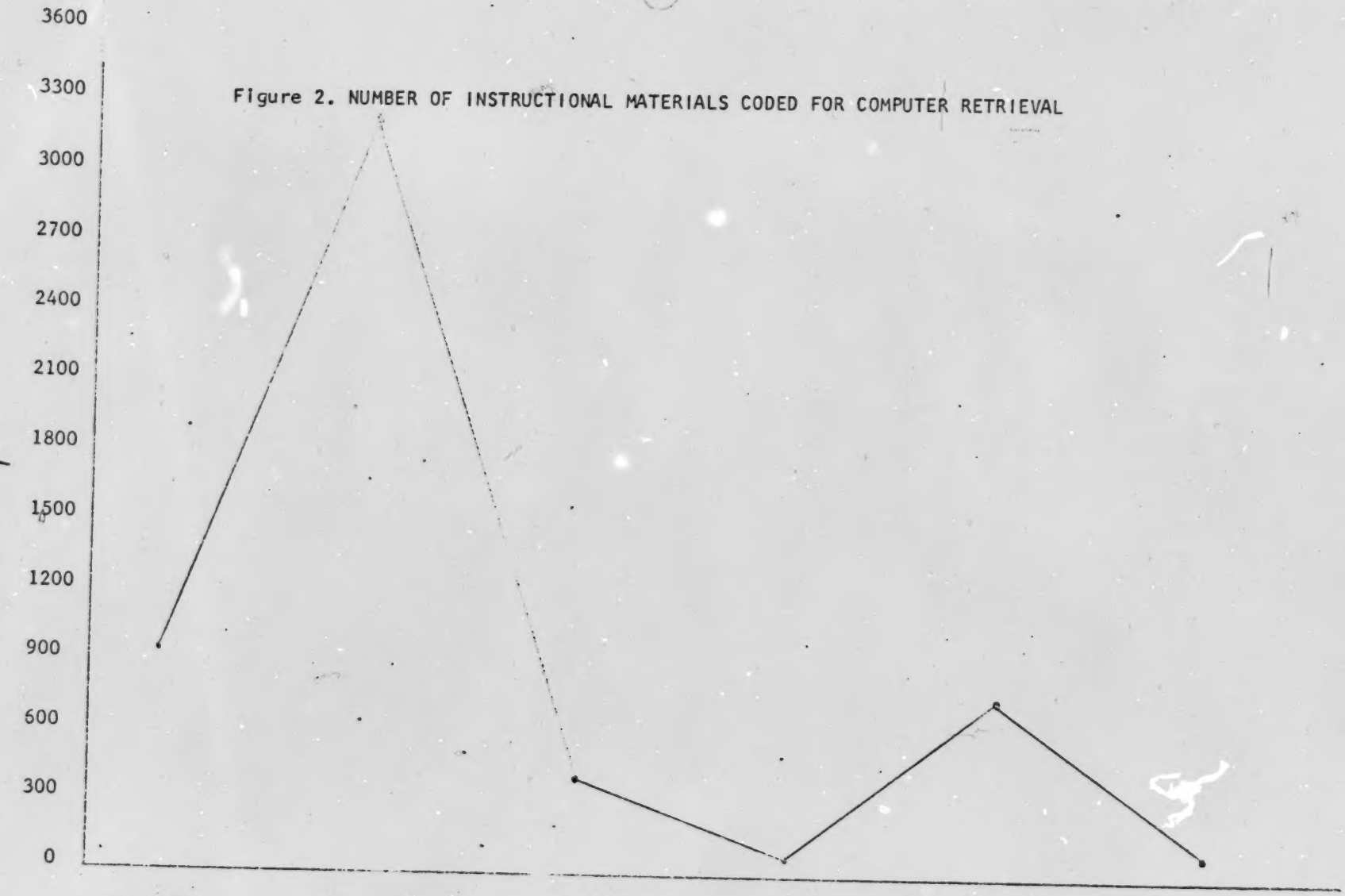
The Communicator (quarterly newspaper) was published continuously throughout the nine years of Center operation. It became a valuable and effective vehicle for exchanging information from the Regional Center to the field and receiving feedback from the field.

Figure 1. NUMBER OF ACQUISITIONS



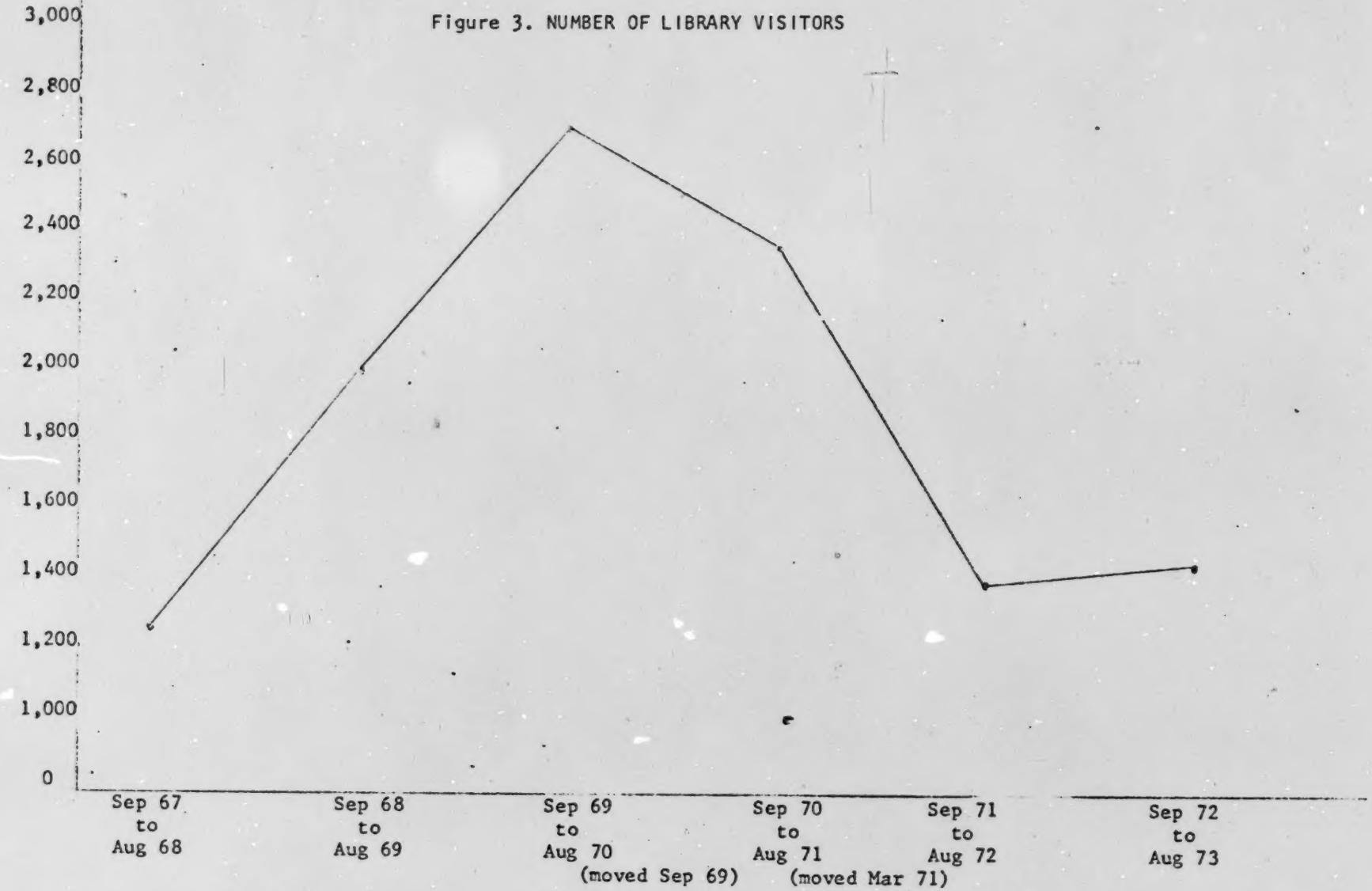
127/128

Figure 2. NUMBER OF INSTRUCTIONAL MATERIALS CODED FOR COMPUTER RETRIEVAL



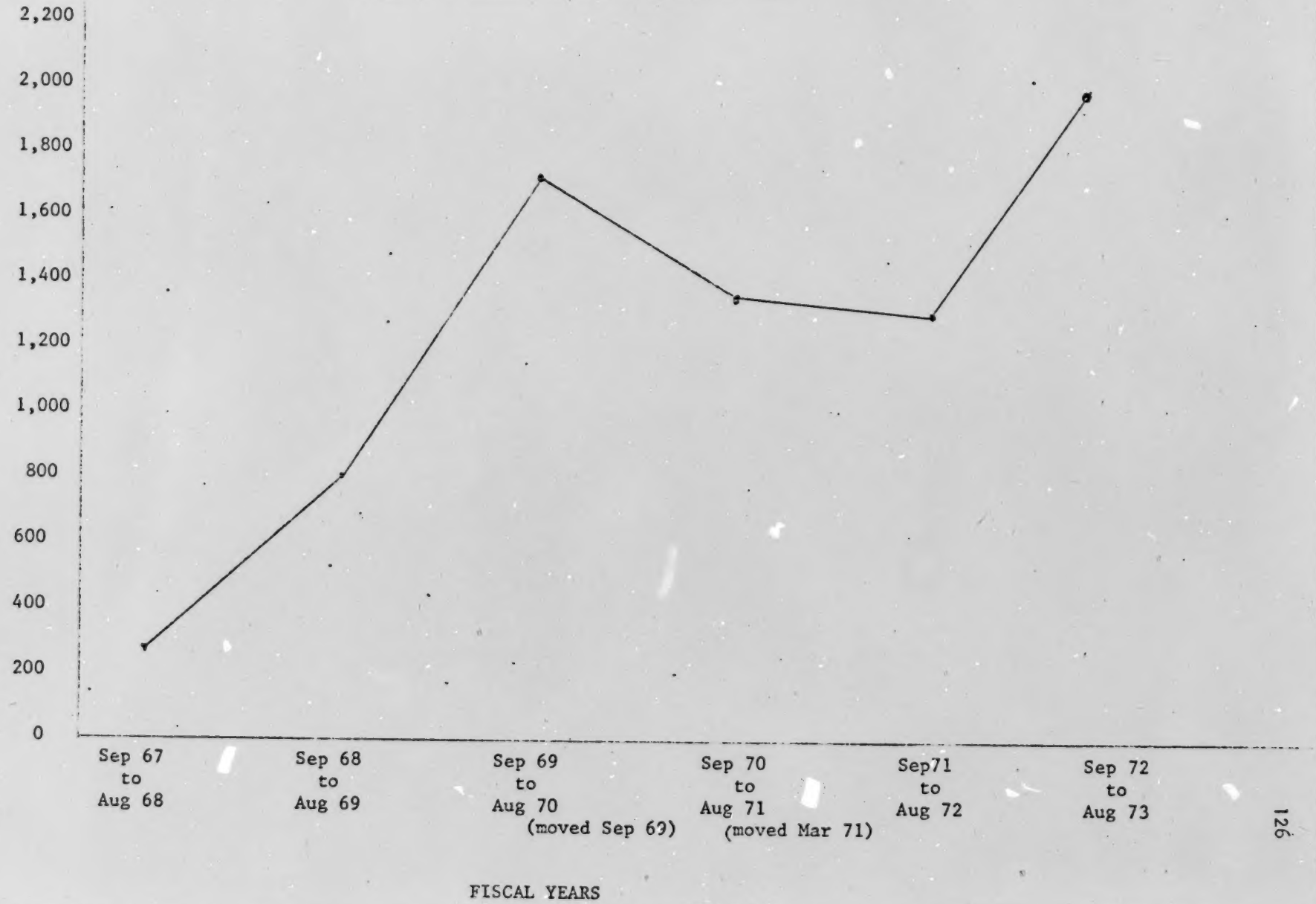
129/130

Figure 3. NUMBER OF LIBRARY VISITORS



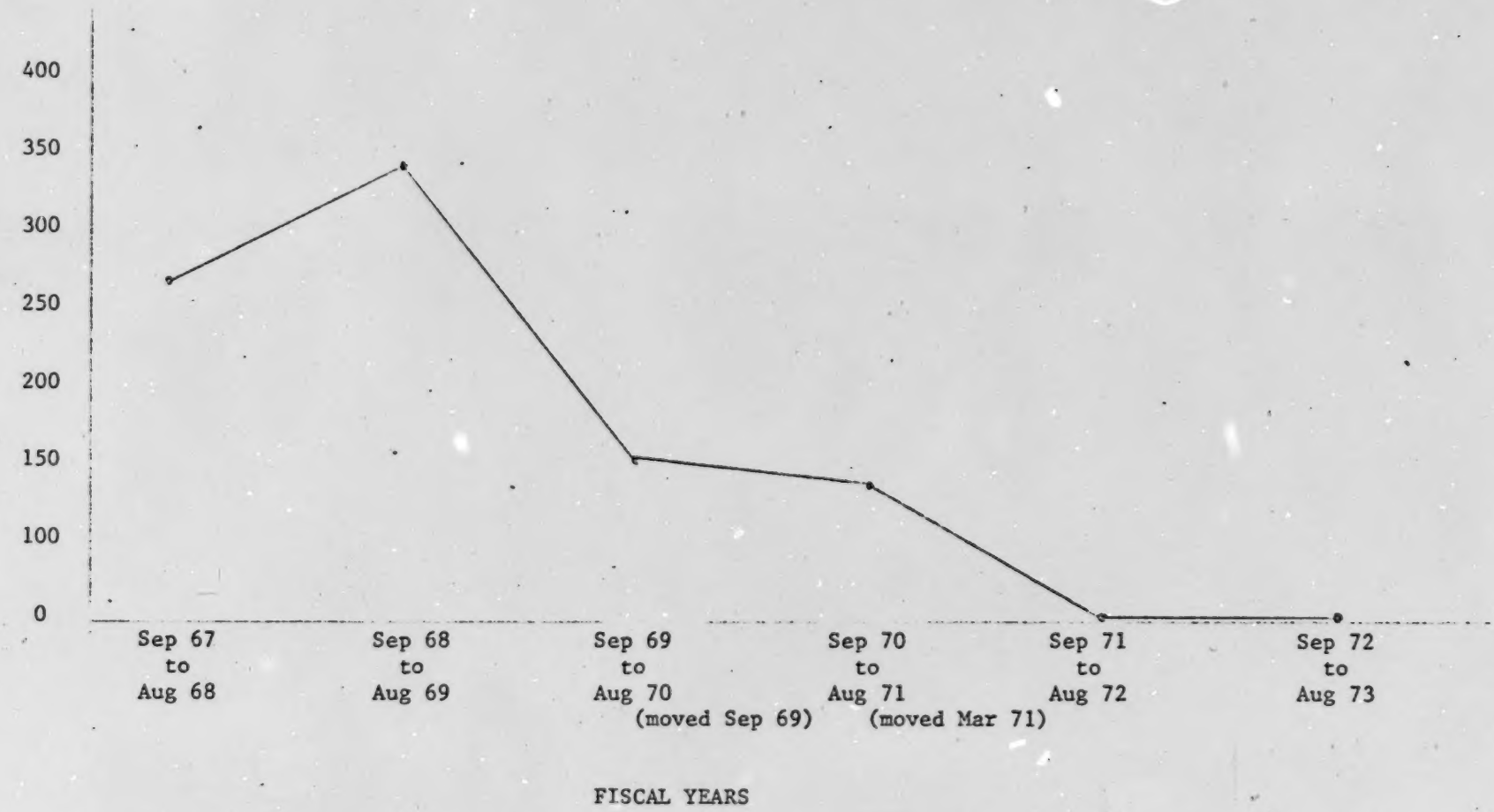
131/132

Figure 4. NUMBER OF MAIL REQUESTS FILLED



133/134

Figure 5. NUMBER OF COMPUTER REQUESTS FILLED



135/136

Figure 6. NUMBER OF INSTRUCTIONAL MATERIALS CHECKED OUT

137/138

Associate Center Development

In the first few years of Center operation the major emphasis here was in stimulating interest in the IMC concept through contacting every County Office and many individual school districts in the three-state region. Most of these contacts were in the form of personal visits by Center staff, often including materials demonstrations and always including a thorough introduction to the IMC, its objectives and the services available. A few affiliate Centers emerged. In the beginning, affiliation was unstructured and vague. More progress toward developing a state-wide plan for affiliate centers was made with Arizona and Nevada. Progress with the state of California was hindered due to constant shifts in State Department personnel and the lack of a defined plan for special education in California.

Beginning in FY 72, an Advisory Board of Associate Center Directors was formed and specific goals and objectives for Associate Center development and operation began evolving. At the same time preliminary steps were begun toward developing a State Master Plan for Special Education in California.

By the end of FY 74, 31 Associate Centers existed in California, Arizona and Nevada, (see Figures7, 8,9, and 10). Each Center has developed specific goals and objectives for its operation with cooperative participation and increased communication between the Regional Center, the Associate Center Advisory Board and each individual center; a network is now a reality.

1. Anaheim City Schools
2. Bakersfield (Kern County)
3. Chico (California State University)
4. Contra Costa County
5. Corona (until March, 1974)
6. El Centro (Imperial County)
7. Eureka (Humbolt County)
8. Fountain Valley
9. Fresno (California State University)
10. Lancaster
11. Newport-Mesa Unified School District
12. Northridge (California State University)
13. Orange Unified School District
14. Red Bluff (Tehama County)
15. Sacramento
16. San Francisco Unified School District
17. San Jose (Santa Clara County)
18. San Luis Obispo
19. Santa Barbara City Schools
20. Santa Barbara County (Devereux School)
21. Sonoma County
22. Shasta County
23. Stanislaus County
24. Susanville (Lassen County)
25. Torrance Unified School District
26. Ventura Unified School District
27. Visalia Unified School District

Figure 7. ASSOCIATE CENTERS FY' 74

STATE OF CALIFORNIA

Figure 8. ASSOCIATE CENTERS FY' 74

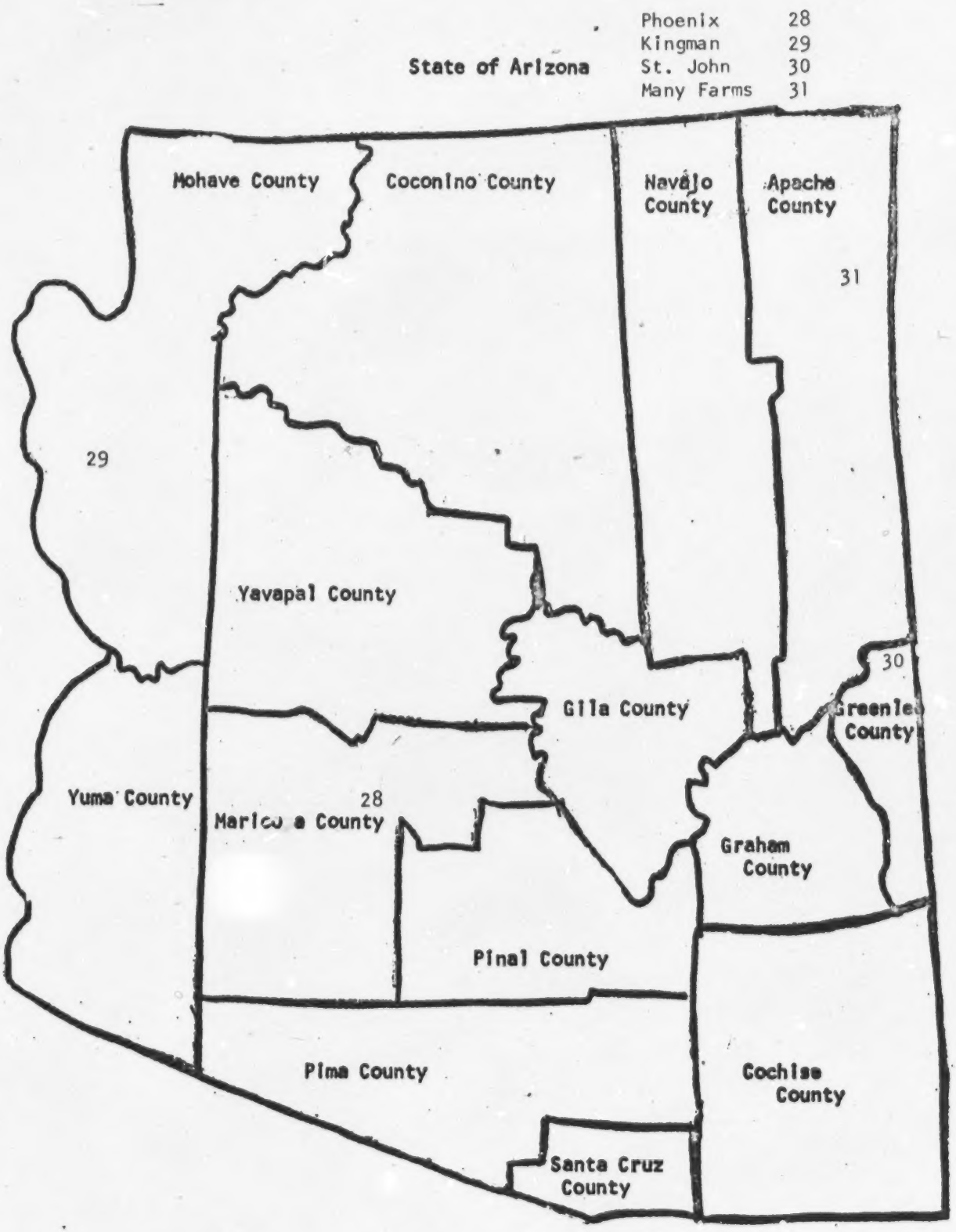


Figure 9. ASSOCIATE CENTERS FY' 74

STATE OF NEVADA

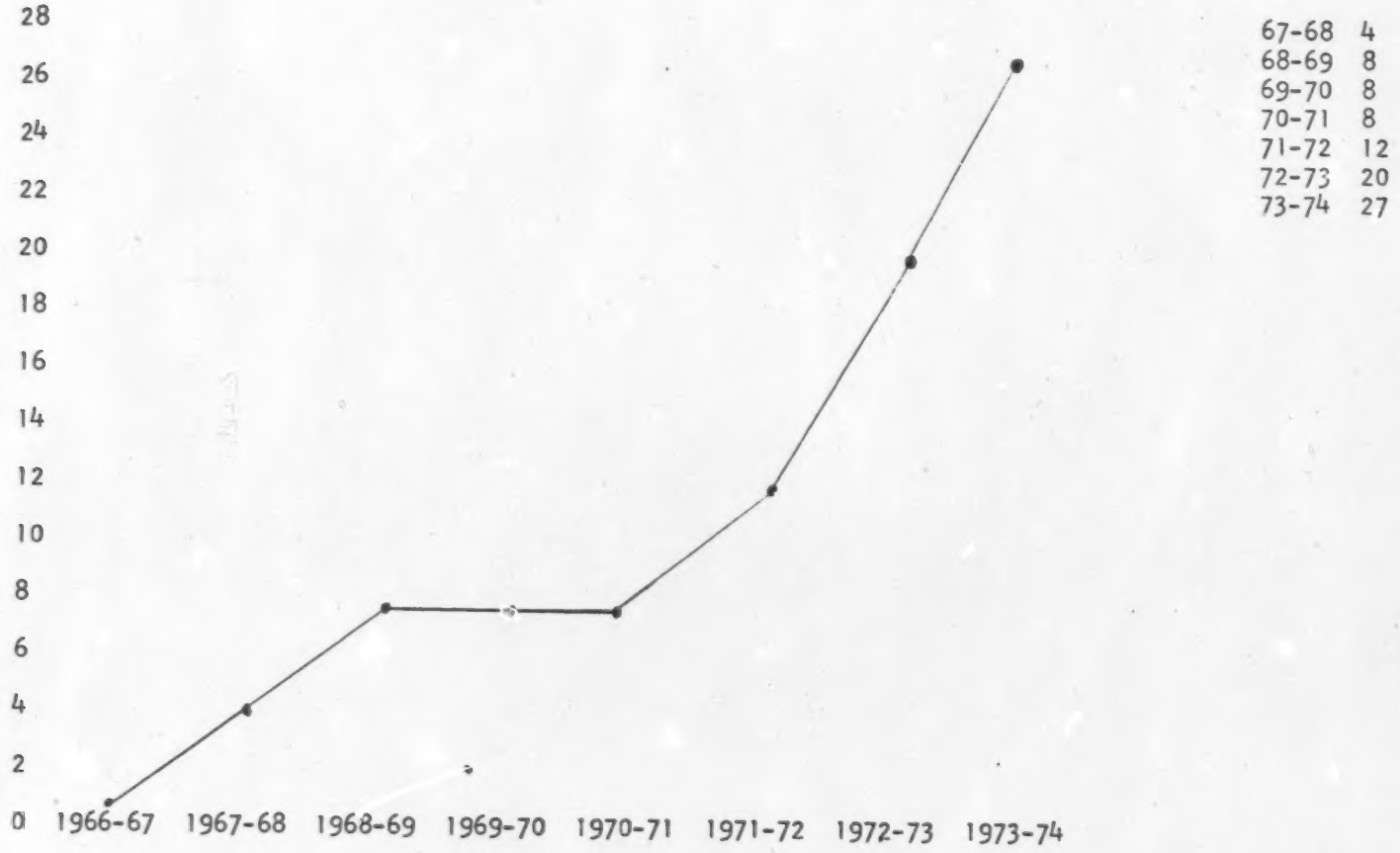
Reno, Nevada

32 Gerald Meyers
33 Ted Tower

Las Vegas

34 Jim Kelly
Dorothy Selgal

Figure 10. GROWTH AND DEVELOPMENT
of
ASSOCIATE CENTERS



67-68	4
68-69	8
69-70	8
70-71	8
71-72	12
72-73	20
73-74	27

Development of Media and Materials

Center personnel have developed a variety of mediated presentations and products. During the first few years of operation production focused on slide/tape shows and filmstrips aimed at orienting and informing special educators about background of the IMC, services available and membership eligibility and application. A special slide tape show was produced for the national Network. Later, several mediated self-instructional packages were developed based on successful contents and approaches used in Center sponsored face-to-face training workshops. Some of the Center developed products are:

1. IMCSE filmstrip on services
2. Slide show on IMCSE services
3. Vocational Training Films for EMR Students
4. Project MEDIA (diagnosis and prescription for EH)
5. Network slide show
6. Embrology show
7. Visual Perception Filmstrip
8. Contingency Management Package (filmstrips, tapes, manual)
9. Precision Teaching (slides, tape, tasks)
10. Driver's Education for Secondary EMR Students (filmstrip, manual)

Most of these products have been disseminated nationally.

Research and Development

Although this area ceased to be a major area of the IMC workscope in FY 73 and 74, a variety of research and development activities were initiated and completed during the earlie· years of operation. Much effort was given to developing a model for evaluation of instructional materials. At least four articles on this topic were written and published. By FY 73 an evaluation method had been developed and refined and was being utilized in the region. Articles were published over the years on methods and materials including one on the validation of the sequence of visual perception tasks.

Technical Assistance and Training

Efforts in this area for the first four years of operation focused on specialized one-shot workshops on selected methods and materials as well as developing and conducting special study institutes, IMCSE planned and held the following special study institutes in cooperation with the California State Department of Education:

SSI 68 Administrators of Special Education

SSI 69 EMR Teachers and Administrators
(3 institutes, 600 participants)

SSI 70 Educators of the Seriously Emotionally Disturbed

Two summer training conferences on evaluation techniques were planned and held for managers of projects and potential evaluation technicians.

Beginning in FY 1971 development and field testing of a Dissemination/Change Agent Model became the major focus of the Center in the area of training. The criterion on which this model is based is implementation of a specific idea or concept over time. Several versions of the model were field tested:

1 Three-state version

2 County version

3 Residential school version

4 Rural version

5 Second generation version

6 State hospital version

7 Western center interlock version

Contingency Management or Precision Teaching were used as the contents for the above workshops.

Intensive training was also carried out on the preservice level at several colleges and universities using mini-courses from Far West Laboratory.

Activities in the area of training began with informal, informational one-day

training sessions on methods and materials and developed into highly structured and specific training sessions aimed at actual classroom implementation.